DOCUMENT RESUME

ED 167 883 CG 013 279

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TITLE Reducing Sex Discrimination in Course Offerings in Compliance With Title Nine.
PUB DATE 3 Aug 78
NOTE 167p.; Not available in hard copy due to marginal legibility; Course catalogs not filmed due to non-reproducibility; Ed.D. Thesis, Nova University

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS *Board of Education Policy; *Change Strategies; *Curriculum Development; *Educational Improvement; Educational Legislation; Elementary Secondary Education; Enrollment; Inservice Education; Needs Assessment; Secondary School Students; *Sex Discrimination
IDENTIFIERS *Title IX

ABSTRACT

The disproportionate enrollment numbers of males and females in various classes in the Hayward, California Unified School District were investigated. A needs assessment was conducted to identify the subject, teacher, total enrollment, and sexual composition of the classes. Results indicated that 39 classes were disproportionate in their sexual composition and therefore not in compliance with Title IX guidelines. These data led to the establishment of the objective of reducing the number of courses exhibiting sexually disproportionate enrollments by 50%. This objective was achieved by implementing inservice sessions for counselors, making curriculum revisions, and notifying parents, students, and the community of the district's Title IX practices and policies. Results of these efforts indicated that: (1) counselors increased their knowledge and skills in developing change objectives for their schools; (2) the number of classes exhibiting sexually disproportionate enrollments was reduced by over 50%; (3) sex designations were eliminated from the curriculum; and (4) students and staff felt a significant reduction in sex bias occurred. Evaluation instruments and descriptions of change strategies are contained in the appendices. (Author/HLM)

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REDUCING SEX DISCRIMINATION IN COURSE OFFERINGS IN COMPLIANCE WITH TITLE IX

by

Robert H. Kershaw

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Submitted in Partial Fulfillment

of the

Requirements for the Degree of Doctor of Education

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CG013279

San Francisco Bay Area Cluster
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Two Year Practicum
August 3, 1978

Title: REDUCING SEX DISCRIMINATION IN COURSE OFFERINGS IN COMPLIANCE WITH TITLE IX

Author: Kershaw, Robert H.

Institution: NOVA University

Date: August 3, 1978

Pages: 130

E.R.I.C. Descriptors:

*Curriculum Development; Educational Research; Elementary Secondary Education; *Evaluation Methods; Forms (Records); School Districts; *Self Evaluation;

Identifiers: *E.S.E.A. Title IX Elementary Secondary Education Act;

ABSTRACT

This practicum report describes procedures utilized by a California School District in developing a Title IX self-evaluation, implementing this self-evaluation and ascertaining areas of Title IX non-compliance with respect to sex discrimination in course offerings.

Disproportionate enrollment with respect to course offerings was the area found to be in non-compliance in this District and the problem for which this practicum was developed. The objective of reducing the number of courses exhibiting a sexually disproportionate enrollment by fifty percent, as compared with the previous year, was achieved by implementing inservice sessions for counselors, implementing curriculum revisions and notifying students, parents and the community of this District's Title IX practices and policies.

Three District counselor inservice sessions were held to provide counselors with knowledge and skills in developing change objectives for their particular schools. Committees were formed to review and eliminate sex dasignations from the curriculum offerings. Change objectives used by counselors and difficulties incurred in implementation are described.

The result of the implementation of these inservice sessions, public notification of policies and curriculum

changes, was a reduction in the number of classes exhibiting a disproportionate enrollment by over fifty percent. This report details the implementation of this practicum and the materials used.

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TITLE IX COMPLIANCE WITH RESPECT TO COURSE OFFERINGS

INTRODUCTION

In 1954, the United States Supreme Court, in the case of Brown v. The Topeka Board of Education (347 U.S. 483), stated that:

> Denied the opportunity of an education, it is doubtful that any child could reasonably be expected to succeed in life. This opportunity, where the state has undertaken to provide it, is a right which must be made available to all children in equal terms.

In June 1972, Congress passed Title IX of the Education Amendments which affects virtually every education institution in the country. The law prohibits discrimination by sex in educational programs receiving Federal money. The spirit of the law is reflected in the following:

> No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.[1]

The law was originally introduced in 1972 as an amendment to the Civil Rights Act of 1964. Following Congressional debate and changes, the law, signed June 23, 1972, emerged as Title IX of the Education Amendments of 1972, a broad-scale bill covering a range of Federal assistance programs.

During the deliberations on the new law, individuals and

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[1] Federal Register, Implementing Title IX of the Education Amendments Of 1972. June 4, 1975.

organizations testified to existing conditions that they believed made the passage of such a new law essential. Portions of this testimony included the following:

> Girls were frequently denied the opportunity to enroll in traditionally male courses such as industrial arts, and the boys the opportunity to enroll in courses such as home economics, because of overtly discriminatory secondary school policies. Even if such course enrollment restrictions were not present and a student interest existed, boys and girls would be counseled to enroll in traditionally male and female career development courses.
>
> Evidence concerning physical education activities indicated that women and girls were short-changed. A school in a midwestern district, for example, operated a program for girls that was substantially inferior to that operated for boys. In another case, rules in one state forced a high school to deny its best tennis player both coaching and a chance to compete on the school's tennis team because that athlete was female.
>
> A national survey conducted in 1970-71 by the National Education Association showed that while women constituted 67% of all public school teachers, they accounted for only 15% of the principals and 0.6% of the superintendents. Most of the women holding administrative positions were elementary principals with only 3.5% being junior high principals and 3% senior high principals.[2]

This was the setting under which the Department of Health, Education, and Welfare's Office for Civil Rights drew up the proposed regulation to carry out the non-discrimination principles of Title IX. It applied, with a few specific exceptions, to all aspects of education programs or activities carried on by Federally assisted school districts, institutions of higher learning, or others receiving Federal financial aid.

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[2]Education Daily, Special Supplement, June 6, 1975.

Generally it covered admissions, treatment of students, and employment.

Further, Title IX (Section 86.3 (C) and (D)) states that each recipient of Federal financial aid must have evaluated its practices and policies by July 21, 1976, with regard to admission and access of students to its educational programs and activities, treatment of students, and employment of both professional and non-professional staff working in its education programs or activities. The Hayward Unified School District, located in Hayward, California, and the District in which this writer is employed, is a recipient of Federal financial aid and was faced with evaluating its practices and policies with respect to Title IX.

This practicum has developed such a self-evaluation tool for recipients of Federal financial assistance in order for the Hayward Unified School District to be in compliance with Title IX, (appendices A thru G). This self-evaluation tool has been validated by two means. First a copy of this self-evaluation tool was submitted to the Office for Civil Rights asking for its acceptance of this tool as one which it would find acceptable for a school district to utilize in attaining self-evaluation compliance with respect to Title IX. A statement from the Office for Civil Rights regarding its recognition of this self-evaluation tool is to be found in

appendix H, page 88. The second evaluative measure of this self-evaluation tool consisted of a Field Test Questionnaire requiring selected observers familiar with Federal Law to compare the Title IX regulations with that of the questions asked in the self-evaluation tool, rating the self-evaluation tool on a four point scale. The Field Test Questionnaire was designed to assess: (1) clarity; (2) appropriateness; (3) relevancy; (4) practicality; (5) comprehensiveness; and (6) simplicity. The results of this questionnaire, as evaluated by the selected observers, indicated that all questions were found to be acceptable as shown in appendix I, page 90.

The basis for the types of questions appearing in the self-evaluation tool stems from the Civil Rights Compliance Manual as issued to Title IX compliance officers. This manual indicates specific types of questions to be asked by Title IX compliance officers and specific types of information to be obtained when investigating a school receiving Federal financial assistance.

IDENTIFYING THE PROBLEM

Federal regulations require that each educational institution conduct a self-evaluation to review and modify its policies and procedures and to take appropriate steps to remediate them in compliance with the law. The regulations also require that each educational institution establish its own grievance procedures and appoint a Title IX Coordinator.

The provisions outlining general requirements for achieving compliance are a unique aspect of the Title IX Regulations. They specify five tasks which must be completed by institutions of higher education and local education agencies receiving Federal funds within the first twelve months of the effective date of the Regulations. These tasks include:

1. Notification of policy of nondiscrimination on the basis of sex and compliance with Title IX.
2. Designation of an employee responsible for coordinating compliance efforts.
3. Development and implementation of a grievance procedure for violations of Title IX.
4. Implementation of an institutional self-evaluation to assess institutional or agency policies and practices for compliance with Regulation requirements and modifications of them where necessary to ensure compliance.
5. Submission of assurances of compliance with every application for Federal financial assistance.

By July 21, 1976 every education institution, or agency, receiving Federal funds must complete a self-evaluation of its

compliance with regard to Title IX. In order to meet these requirements of the Federal Regulations the Hayward Unified School District has developed self-evaluation tools and established the following committee structure to accomplish the goal of self-evaluation:

(1) Title IX, Self-Evaluation Coordinating Committee, composed of Cabinet, will be responsible for making sure that the self-evaluation process has been accomplished and any corrective action is implemented.

(2) Title IX, District Self-Evaluation Committee, composed of several subcommittees, will assess, on a district wide basis, the status of activities and programs as related to nondiscrimination on the basis of sex.

(3) Title IX, Site and/or Department-Level Self-Evaluation Committee, composed of specific persons, will implement the self-evaluation and report its findings to the District Self-Evaluation Committee.

The steps in the self-evaluation process include the following: (a) committee orientation; (b) sub-committee development and orientation; (c) data gathering and analysis; (d) measuring current posture against Title IX requirements; (e) recommending modifications; (f) recommending remedial steps; (g) developing a timetable for recommended action; and (h) implementing modifications and remedial steps.

This self-evaluation format was implemented in the Hayward Unified School District in the time constraints indicated by the Office for Civil Rights. The data generated indicated a need to modify policies and practices at the High School level with

regard to some of the District's course offerings, (appendix J, page 102). Forty-nine classes offered in the Hayward Unified School District were found to have a disproportionate number of one sex enrolled, the Office for Civil Rights having defined disproportionate as being classes enrolling 80 percent, or more, of students of one sex, (appendix J, page 106). As subpart D of the Title IX regulations directly applies to this area of concern and as this District has made a commitment to eliminate sex discrimination, the problem of eliminating disproportionate enrollment with respect to course offerings became the selected problem for this practicum.

The goal of the Hayward Unified School District, as a result of its self-evaluation, was to reduce the number of classes exhibiting a disproportionate enrollment. The terminal objective emanating from this goal was to be a fifty percent reduction in the number of classes enrolling eighty percent, or more, of students of one sex in courses offered in the Hayward Unified School District by September 15, 1977 as compared with like data from 1976. Concurrently, this fifty percent reduction was to be met with little or no variability occurring in the total number of classes offered to students in the Hayward Unified School District during these two data gathering years.

Justified disproportionate enrollment may exist only

when such classes have not been prohibited by Title IX or when special needs have been diagnosed and the population of those students exhibiting these special needs is not sex designated. The time line for the complete elimination of unjustified disproportionate enrollment was three years after the initial evaluation.

CONCEPTUALIZING A SOLUTION

Forty-nine classes offered in the Hayward Unified School District exhibited a disproportionate enrollment, as indicated by the implementation of the self-evaluation tool. Of these forty-nine classes found to be in non-compliance in this District, one of these classes had, as the basis of enrollment, psychological testing. Of the remaining classes, ten were considered required courses for graduation in the Hayward Unified School District, and the remaining thirty-eight classes were electives. Further, nine of the ten classes considered requirements for graduation in this district were labeled CORE. CORE classes were considered exempt from this project as student placement in these classes is based upon Nelson Reading Test results, with the criterion being that a student must read two or more years below grade level.

The total number of classes in the Hayward Unified School District exhibiting disproportionate enrollment was thus thirty-nine, thirty-eight electives and one requirement. These totals reflect the exemption of those classes which indicated a disproportionate enrollment but had as the basis of student placement legitimate assessment techniques. These results, emanating from the implementation of the self-evaluation tool, are to be found in appendix J, page 108. These data indicate the types of class, teacher, total enrollment and sexual composition of the identified classes.

A multifaceted approach toward achieving Title IX compliance and eliminating sex discrimination in the Hayward Unified School District was the recommendation submitted by the subcommittee responsible for evaluating curriculum compliance, Subcommittee II. The first recommendation made by this Subcommittee was to inform counselors and teachers of opportunities that may have been denied students with respect to course offerings due to sex stereotyping. The second recommendation was to review the curriculum as offered to students in the Hayward Unified School District in which enrollment figures indicated a disproportionate enrollment and consider modifying that curriculum such that there would be interest in such courses for members of both sexes. The Title IX Self-Evaluation Coordinating Committee, considering these recommendations, developed the following format to achieve Title IX compliance and eliminate disproportionate enrollment with respect to course offerings. The goal developed by this Committee with respect to the first recommendation of Subcommittee II was that of improving the counseling services of the Hayward Unifed School District such that no school-aged child residing in the Hayward Unified School District would be denied, or discouraged, from enrolling in any course offered in this District on the basis of sex. The plan for attaining this goal was developed into a process objective which was to provide inservice

sessions to all District counseling staff to the extent that changes resulting from these inservice sessions would be indicated by a subsequent reduction in the number of courses exhibiting disproportionate enrollment for the 1977 school year as compared with the 1976 school year. The term significant reduction was defined to mean a fifty percent reduction in the number of classes exhibiting a disproportionate enrollment for the 1977 school year as compared with the 1976 school year.

Counseling services which sanctioned sex biasing in the curriculum were to be eliminated. A program of instruction attracting a disproportionate number of one sex would require justification by that site administrator. The site administrator would be required to provide affirmation that students were not counseled into such a course and that the course curriculum exhibited no known curricular sex bias. This stipulation was emphasized, for the dropping of a course of instruction from the curriculum due to its being more attractive to students of one sex would deny that one sex of an educational opportunity.

The process objectives for the inservice sessions were divided into two categories, those which would be evaluated by means of a test and those which would be evaluated by participant completion of Action Planning Worksheets. The evaluative criterion for the first five objectives was that

eighty percent of the inservice participants would respond correctly to at least eighty percent of questions administered at the conclusion of the inservice sessions. The five process objectives of the inservice sessions to be evaluated by this method were:

OBJECTIVE	METHOD OF EVALUATION
1. To provide to inservice participants an overview of Federal antidiscrimination laws relevant to the district and of the evolution of Title IX.	Questionnaire Results
2. To provide participants with a conceptual and data base regarding the manifestations and results of sex bias and sex discrimination in schools and the rationale for their alleviation.	Questionnaire Results
3. To provide participants with a review of the Title IX regulation and its implications for educational policies, practices and programs.	Questionnaire Results
4. To provide participants with a knowledge of characteristics of the basic processes of change and strategies for planning and implementing Title IX change efforts.	Questionnaire Results
5. To increase participants' skills in recognizing sex discrimination and noncompliance with Title IX in education policies, practices and programs.	Questionnaire Results

The remaining two process objectives for the inservice sessions were to be evaluated by participants' completion of Action Planning Worksheets in a satisfactory manner. These objectives were:

OBJECTIVE	METHOD OF EVALUATION
6. To increase participants' skills in developing corrective and remedial actions to ensure Title IX compliance.	Action Planning Worksheet completion
7. To increase participants' skills in developing counseling action programs for implementation of Title IX with respect to course offerings.	Action Planning Worksheet completion

The review of curriculum in which enrollment figures indicated sex biasing and the modifications of the curriculum such that there would be interest in such courses for members of both sexes was the second recommendation emanating from Subcommittee II. These recommendations were developed into the following objectives:

1. To review all district curriculum offerings and eliminate or modify course descriptions such that these descriptions do not indicate a sexual preference with regard to enrollment.

2. To provide a statement to be included with any description or publication of course offerings in the Hayward Unified School District to the extent that the Hayward Unified School District does not discriminate on the basis of sex.

Further, it was determined that student perceptions of the impact of this District's implementation of Title IX should be evaluated. A questionnaire was developed which was given to students for their responses after the District's first year of Title IX implementation. The questionnaire was utilized in evaluating the following objective:

> After one years' Title IX implementation in the Hayward Unified School District eighty percent of the students responding to a questionnaire will indicate in eighty percent of their responses that no sex bias exists in the curriculum.

PRACTICUM DESIGN AND IMPLEMENTATION

The goal developed by this District's Title IX Coordinating Committee was to improve the counseling services of the Hayward Unified School District such that no school-age child residing in the Hayward Unified School District limits would be denied, or discouraged, from enrolling in any course offered in this district on the basis of sex. The process objectives developed from this goal were that of providing inservice sessions to all District counseling staff to the extent that changes resulting from these inservice sessions would be reflected by a subsequent reduction in the number of courses exhibiting a disproportionate enrollment.

The materials for these inservice sessions were developed with the aid of the Sample Workshop Manual for Implementing Title IX.[2] The inservice sessions' purposes, activities, materials, and procedures are found in appendix K, page 110. Three inservice sessions were designed covering the following areas:

1. Identifying and Alleviating Sexism in Education... An Introductory Assessment.
2. Schools and Federal Anti-Discrimination Laws.
3. Title IX compliance... Planning for Change.

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[3]Shirley McCune, Martha Matthews, Kent Boesdorfer, Joyce Kaser and Judy Cusick. "Implementing Title IX; A Sample Workshop." Department of Health, Education, and Welfare, September 1976.

An assessment tool, pages 123 and 124, was given to all inservice participants upon the culmination of the inservice sessions, providing a measure of the knowledge of these participants with regard to Title IX and sex discrimination in the Hayward Unified School District. The questions asked by this assessment tool were derived from the counseling objectives previously cited. Action Planning Work Sheets, pages 117 and 118, were also used in conjunction with the assessment tool to evaluate mastery of the designated skills by counselors.

The inservice sessions were held at one month intervals beginning in September. Each session was held in a school auditorium during counselor contractual hours starting at 1:00 p.m. Registration and check-in were mandatory and each session began with an overview of that session's goals and review of the previous session's accomplishments. The number of counselors participating was sixteen, four High School counselors, seven Junior High counselors and five Elementary School counselors. The purposes of the inservice activities included the following:

1. To assess participants' awareness of the manifestations of sexism and sex differentiation within the policies, programs, and practices of the Hayward Unified School District.

2. To establish workshop norms for active individual involvement and group sharing.

3. To identify participants' perceptions of the barriers to and supports for the elimination of sexism and sex differentiation in these policies, programs and practices.

4. To provide an overview of the range of Federal anti-discrimination laws affecting education agencies and institutions.

5. To provide participants with a framework for considering the evolution of Title IX.

6. To review Federal laws prohibiting racial and ethnic discrimination in schools and reinforce efforts for their implementation.

7. To provide participants an opportunity to assess their skills in the recognition of illegal discrimination in education policies, programs and practices and in the identification of Federal laws which apply to various discriminatory situations.

8. To review the functions of education in our society.

9. To review data regarding possible differential outcomes of education for females and males.

10. To review data regarding the possible sources of differential educational outcomes for females and males, the vehicles of sex role socialization and manifestations of sex bias in schools.

11. To consider general goals for the educational preparation of females and males for more effective functioning in their future lives.

12. To increase participants' understanding of the application of the internal Title IX grievance process as a method for resolving complaints of sex discrimination and for monitoring Title IX compliance.

13. To increase participants' understanding of their individual responsibilities for grievance problem-solving and the elimination of sex discrimination.

14. To increase participants' awareness of positive attitudes which can contribute to the effective implementation of the Title IX grievance procedure.

15. To increase participants' understanding of the change process and the factors that are likely to facilitate change.

16. To increase participants' skills in developing change objectives and planning programs for attaining these objectives.

17. To assist participants in identifying objectives for personal or institutional change to ensure Title IX compliance and in initiating action planning for accomplishing these objectives.

Materials used in completing these activities included:

1. Workshop objectives.
2. The Assessment Test.
3. Summary of Federal antidiscrimination requirements.
4. "An Equal Chance Through Title IX", film.
5. Copies of the Hayward Unified School District's Title IX grievance procedure.
6. Action Planning Worksheets.

The Action Planning Worksheets were used by participants to indicate what (will change), who (will change), how well (they will change), where (the change will occur), and when (the change will occur)? Further, participants were also requested to indicate what they saw as barriers to change and what supports they needed to make change possible. Each participant listed action steps that needed to be taken at his

or her school so that Title IX compliance could be achieved. These action steps included the necessary first steps in order to develop change objectives and timelines for their completion. Upon the completion of the inservice sessions, participants were asked to implement those change objectives they had designed in order for their school to maintain, or achieve, Title IX compliance. All participants considered the necessary first step to be the identification of individual classes in their respective schools which exhibited a disproportional enrollment. Change objectives were developed by participants to remedy those situations where such classes were found to exist. The content of change objectives utilized by counselors to eliminate disproportionate enrollment in identified classes found in their respective schools included:

1. Offering previously sex-designated courses to members of both sexes.
2. Advising teachers of their role in Title IX compliance.
3. Identifying to teachers, materials and curriculum which were thought to be sexually discriminating.
4. Assisting the Hayward Unified School District in notifying parents, teachers, students and community that the Hayward Unified School District does not discriminate on the basis of sex with regard to its practices and policies.
5. Assisting teachers in the re-writing of curriculum which had previously been sex designated.

Participants reported that the greatest difficulties incurred in implementing change objectives were found in physical education classes, homemaking classes and industrial arts classes. Physical education could no longer be designated Boys' P.E. and Girls P.E. and the curriculum had to be changed such that co-ed activities in team sports and general recreation were an integral part of the curriculum. Contact sports, such as tackle football and wrestling, were left sex designated in the curriculum as contact sports are generally excluded from Title IX compliance. Sexually mixed team sports were the major method for attaining Title IX compliance in this District. The curriculum for homemaking classes was changed such that sewing became general sewing instead of dress designing. Such projects as sewing parkas and sleeping bags were utilized to generate male interest. The enrollment of females in industrial arts classes was readily accepted by teachers and students; however, adding to the enrollment in this area caused, and is still causing, excessive costs, for student demand exceeds existing facilities.

Counselors, during seventh and ninth grade orientations, indicated to students the opportunities available to them with regard to areas of employment dominated by one sex. Such orientations included the opportunities for males as chefs, tailors, and upholsterers and how homemaking classes

would assist the attainment of these future goals. Projects from home economics classes completed by males and shop projects completed by females in industrial arts classes were used as aids in the orientations of new students, parents and students presently enrolled.

To implement the review of all District curriculum offerings a District Curriculum Review Committee was formed to eliminate from all course descriptions, words which would indicate a sexual bias, or preference, when describing the curriculum. In implementing curriculum description changes principals of all schools in the Hayward Unified School District were notified that course descriptions and outlines in their respective schools should be updated with respect to Title IX. Course Titles or descriptions which were found to be sexually restrictive or biased were eliminated. Further, each principal met with his or her local school curriculum council, composed of teacher representatives, and modified course descriptions which were considered sexually restrictive. Courses which were modified by either curriculum changes or by course titles and descriptions were re-submitted to the District offices for publication. All new courses to be considered for adoption were reviewed by a central curriculum council to assure, among other things, that the content of such courses complied with Title IX.

The publication of a statement with regard to this District complying with Title IX was fulfilled by the Communications Department of the Hayward Unified School District. This statement presently appears on all Hayward Unified School District publications and is included on all descriptions of course offerings. The statement utilized by this District for these publications is the following:

> The Hayward Unified School District does not discriminate on the basis of race, color, national origin, mental or physical handicap, age, or sex in any of its policies or procedures related to admissions, employment, financial aid, educational services, programs, or activities.

This statement has appeared in local newspapers with additional notifications publicizing grievance procedures for the public and students to follow when filing a complaint with the District regarding Title IX compliance.

EVALUATION

The evaluation of this practicum was divided into four areas. The first area of evaluation was that of the inservice sessions, Evaluation I. The second area of evaluation, Evaluation II, was that of evaluating the Hayward Unified School District's public notification of its policies and practices with regard to sex discrimination and actions taken to review curriculum. The third area of evaluation, Evaluation III, was that of evaluating Title IX implementation in this District as perceived by students. The last area of evaluation, Evaluation IV, was that of evaluating the effectiveness of this practicum in achieving its terminal objective of significantly reducing the number of classes enrolling eighty percent, or more, of students of one sex in the Hayward Unified School District by September 15, 1977.

Evaluation I

Evaluation of the effectiveness of the inservice sessions was accomplished utilizing two methods. The first consisted of testing inservice participants' knowledge and skills in recognizing sex discrimination and noncompliance with Title IX in education policies, practices and programs. The results of this test indicated that the criterion of eighty percent of the inservice participants responding correctly to at

least eighty percent of the questions on this test was met.

DATA

Number of inservice participants = 16

Number of participants answering eighty percent of the questions correctly = 13

(Note that a copy of this test in included in Appendix M, page 122.)

Percent of inservice participants responding correctly to at least eighty percent of the test questions = 81%

The second method used in evaluating the effectiveness of the inservice sessions was that of verifying that inservice participants had obtained necessary skills in developing change objectives for planning and implementing Title IX course offering change efforts. This verification was based upon the inservice participants' completion of the Action Planning Worksheets, pages 117 and 118, in a satisfactory manner. All inservice session participants completed their Action Planning Worksheets, correctly writing objectives for implementing Title IX change efforts with respect to course offerings, page 18. An example of a completed worksheet is to be found on pages 118a, 118b and 118c.

Evaluation II

A District Curriculum Review Committee was formed to eliminate from all course descriptions, words which would indicate a sexual bias, or preference, when describing the

curriculum offerings of the Hayward Unified School District. This committee made a total of thirty-nine course description changes. This total reflects words which had indicated a sexual bias and course curriculum modifications made at the local level, as determined by comparing the 1976 course catalogue with that of the 1977 course catalogue. A guide to these changes is found in appendix O, page 128. The course catalogues are provided separately from this report.

The Hayward Unified School District's public notification of its policies and practices with regard to sex discrimination presently includes statements in local newspapers and in all publications for public dissemination. This statement, as appearing on page 21, and its use have been verified with copies of materials containing this statement appearing in appendix N, page 125.

Evaluation III

The evaluation of student perceptions regarding this District's implementation of Title IX was completed. A questionnaire, a copy of which is found in appendix L, page 119, was distributed to ten percent of the student body during social studies classes by counselors at the school sites. Fifteen-hundred questionnaires were distributed with thirteen-hundred and twenty-nine being returned. Of those students responding, ninety-six percent indicated in eighty percent of their responses that no sex bias exists in the curriculum offered by the Hayward Unified School District.

DATA

(a)	Total number of students enrolled	=	15,000
(b)	Number of questionnaires distributed by counselors	=	1,500
(c)	Percent of students enrolled receiving the questionnaire	=	10%
(d)	Number of participants responding	=	1,329
(e)	Number of participants indicating in eighty percent of their responses that no sex bias exists in this District	=	1,283
(f)	Percent of students responding indicating no sex bias exists in this District	=	96%

Evaluation IV

An analysis of classes offered in the Hayward Unified School District for the 1977 school year indicated that twelve classes exhibited a disproportionate enrollment to the extent that eighty percent or more of one sex were enrolled in these classes. This datum was gathered after the implementation of the inservice sessions during the spring of 1978. Of the twelve classes found to be in non-compliance in this District for the 1977 school year none was considered a required course for graduation. A comparison of this datum with the datum gathered for the 1976 school year indicated that the criterion of a fifty percent reduction in the number of classes exhibiting a disproportionate enrollment was met.

DATA

Number of classes exhibiting a disproportionate enrollment for the 1976 school year	= 39
Number of classes exhibiting a disproportionate enrollment for the 1977 school year	= 12
Net reduction for the 1977 school year	= 27

Percent reduction in the number of classes exhibiting a disproportionate enrollment for the 1977 school year	= 69.23%	
	1976	1977
Percent of students residing in the Hayward Unified School District and enrolled in classes exhibiting a disproportionate enrollment	5.5%	1.8%

*(Additional data is found in appendix J, pages 108 and 109).

Counselors reported that the greatest resistance to Title IX implementation occurred in some physical education departments. The separatism that had existed for years had tended to provoke the notion by some teachers that co-educational physical education was an impossibility. A few teachers of physical education looked upon co-educational physical education as something which would destroy their program. Counselors reported that a great deal of time was spent reassuring physical education teachers that implementing Title IX in physical education didn't mean that their program would be financially cut and that the sharing of resources would actually benefit all. Counselors found that the area of least resistance in implementing change objectives was industrial arts. Teachers in this area were generally glad to see the enrollment of members of the opposite sex and reported that some of these new students actually became their best students. A problem developed from this new

enthusiasm as the sign-up for these courses exceeded the existing facilities. The cost of expanding industrial arts' facilities in the Hayward Unified School District is financially prohibitive at this time.

The results of the change objectives utilized by counselors in this district were successful and are reflected in the successful results of the terminal objective. Results of the change objectives indicated that the following had been accomplished:

1. All courses in the Hayward Unified School District were offered to all students enrolled.
2. Materials and curriculum thought to be sexually discriminating were identified for teachers.
3. Parents, teachers, students and the community were notified that the Hayward Unified School District does not discriminate on the basis of sex with regard to its practices and policies.
4. Teachers were advised of their role in Title IX implementation.
5. Counselors assisted teachers in the re-writing of curriculum which had previously been sex-designated.

The twelve classes found to exhibit a disproportionate enrollment for the 1977 school year were considered to be a function of the influence of sex stereotyping emanating from the community and not a result of this District's perpetuating any sexual roles. The analysis of course offering enrollments for the 1977 school year indicated

that seven of these classes were home economics courses, five were typing classes and two were physical education courses. The curriculum in all three of these areas had been changed to accommodate the needs of members of both sexes. The sexual ratio had improved for these courses over the previous years but was still found to be disproportionate during the 1977 school year, (appendix J, page 108). The attractiveness of these courses to one sex only is understandable as viewed by the community this School District serves. To eliminate these courses from the curriculum due to disproportionate enrollment would be to deny an educational experience to many. This District will continually strive to encourage all students to profit from all courses offered and provide a curriculum such that the materials and content of any course will not reflect a sexual bias.

This District will evaluate itself on a yearly basis utilizing the enclosed materials. The methods by which compliance is achieved may change as the problems in compliance vary.

School districts which receive Federal financial assistance have been designated by the Federal Government to assist this country in eliminating sex discrimination.

School districts can assist in this endeavor by providing experiences to students in areas previously inaccessible due to sex designations. The extent to which a community will alter its sexual barriers as a result of changes in schools in an unknown. The plan for making such changes in schools can be completed successfully, however, as the results of this project indicate. It can be stated with some assurance that if a school or school district were to follow a plan of program change and self-evaluation, as outlined, the results would reduce considerably the effect sex stereotyping has upon students. As an added incentive, efforts made by a school, or school district, toward this end would significantly enhance its chances of achieving Title IX compliance and continued Federal financial assistance.

APPENDICES

APPENDICES A thru G

HAYWARD UNIFIED SCHOOL DISTRICT

TO: All Title IX Subcommittee Members

FROM: Dan A. Foster

SUBJECT: Title IX Self-Evaluation

1. Title IX and the Education Amendments of 1972 specify that each school district receiving Federal funds shall perform a self-evaluation of:

   Current policies and practices and the effects thereof concerning admission of students, treatment of students, and employment of both academic and non-academic personnel working in connection with the (District's) educational programs or activities.

2. As a result of the self-evaluation, the District, its schools, and the various departments are to modify policies and practices which do not, or may not, meet the requirements to eliminate the effects of discrimination. All activities in the self-evaluation process are to be recorded and filed, and are to be open for inspection.

3. The committee structure, of which each of you is a part, has been established to accomplish this goal. Please assist us in obtaining the information that Title IX demands by evaluating your respective areas assigned and gathering information requested.

4. If at all possible, please submit the evaluation and supporting documentation to my office by March 4, 1977. If you are unable to meet the deadline, please let us talk about it.

DAF:kk

December 7, 1976

EXHIBIT A

SUBCOMMITTE I

Health, Physical Education and Athletics

Composition of Subcommittee

Director of Physical Education and Athletics - Chairperson
Athletic directors
Physical education teachers
Health teachers
Coaches

Evaluation Areas

Coeducational posture of program
Selection of sports and levels of competition
Equal athletic opportunity for students
Athletic scholarships
Equal employment opportunity for staff
Equal compensation for staff
In-service training for staff

Title IX Requirements

That section of the regulations governing athletics is perhaps more far-reaching than any other and will affect more than any other the manner in which educational institutions operate their programs and activities.

Sex discrimination is prohibited in athletics, with limited exceptions, and with the key to compliance being providing "equal athletic opportunity" for members of both sexes.

Separate teams are allowed in contact sports and where selection for teams is based upon competitive skill. Unequal aggregate expenditures for members of each sex will not constitute non-compliance but will be a factor in determining whether equal opportunity exists.

Elementary athletic programs must be operated in compliance with regulations by July 21, 1976; secondary programs must be in compliance by July 21, 1978. This adjustment period is for the purpose of making necessary adjustments in programs and personnel and is not a waiting period. School systems must comply as expeditiously as possible.

Equal Athletic Opportunity for Students

1. Comparison of contest schedules (boys vs girls)
2. Comparison of practice schedules (boys vs girls)
3. Comparison of expenditures for equipment and supplies
4. Comparison of travel budgets
5. Comparison of compensation for coaches
6. Comparison of practice and contest facilities
7. Comparison of medical and training services
8. Comparison of academic tutoring opportunities
9. Comparison of number of male vs female participants

Athletic Scholarships

1. Efforts to obtain scholarships - boys vs girls
2. Opportunities for scholarships - boys vs girls
3. Scholarships received - boys vs girls

Equal Employment Opportunity - Staff

1. Composition of staff
2. Assignment of staff - curricular and extracurricular
3. Compensation for staff

Pertinent Regulations

86.41 - From preamble: 64, 65, 69 to 78

Subcommittee Tasks - The tasks of this subcommittee are to:

(1) Detail and evaluate current policies and practices - This involves outlining the current athletic program in terms of the sports and levels of competition being offered; the extent to which athletics, physical education, and health are offered on a coeducational basis; the extent to which equal athletic opportunity is provided members of both sexes; and the extent to which equal employment opportunity and equal compensation are provided to staff members of both sexes.

(2) Plan and recommend program modifications - The subcommittee must select sports to be offered, and the levels of competition for each sport based on the interests and abilities of members of each sex; determine which teams involving contact and other sports will be operated separately or coeducationally; and plan a total program which provides equal athletic opportunity for members of both sexes. In addition recommendations must be made, where appropriate, in health and physical education programming and in regard to any changes in assignment or equal opportunity for staff members.

(3) Recommend remedial steps - The regulations require remedial steps to eliminate the effects of past discriminatory policies and practices. The subcommittee would make recommendations for such remedial steps, if necessary.

(4) Provide for staff in-service training - Modifications in programming and practices would necessitate in-service training of staff. The sub-committee would plan for this training.

TITLE IX SELF-EVALUATION

Name of School District _____

Subcommittee # _____

Name of Subcommittee _____

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Members

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SUBCOMMITTEE I Health, Physical Education and Athletics Page 1

Section 86.41	YES	NO	COMMENTS (If additional space is needed, please use the back of this sheet, or attach an addendum.)
1. Are there any single sex interscholastic athletic teams? List them.			
2. Indicate which of the above single sex teams are neither based on competitive skill nor are contact sports.			
3. Are there any coeducation interscholastic athletic teams? List them.			
4. Are students of one sex for whom overall athletic opporutnities have been limited permitted to try out for teams in non-contact sports offered only to the other sex?			
5. Are there any single sex club or intramural athletic teams? List them.			
6. Have the athletic interests and abilities of both sexes been assessed? Specify how this was done.			
7. Does the existing athletic program adequately accomodate the interests and abilities of both sexes in type of sports and levels of competition offered?			
8. Are necessary athletic equipment and supplies provided for both male and female teams?			

SUBCOMMITTEE I Health, Physical Education and Athletics Page 2

Section 86.41	YES	NO	COMMENTS (If additional space is needed, please use the back of this sheet, or attach an addendum.)
9. Are necessary athletic travel and per diem allowances provided for both male and female teams?			
10. Are adequate opportunities to receive coaching and academic tutoring available to members of both sexes?			
11. Is necessary access to locker rooms, practice, and competitive facilities provided to both male and female teams?			
12. Is necessary access to medical and training facilities provided to both male and female teams?			
13. Is necessary access to housing and dining facilities and services provided to both male and female teams?			
14. Is necessary publicity provided for both female and male teams?			
15. Are the lengths of athletic seasons and/or the number of opportunities to compete different for male and female teams?			
16. Are opportunities to compete before an audience comparable?			

SUBCOMMITTEE I Health, Physical Education and Athletics Page 3

Section 86.41	YES	NO	COMMENTS (If additional space is needed, please use the back of this sheet, or attach an addendum.)
17. If there are impediments to immediate compliance in the athletic, club, or intramural programs, indicate specifically what these are. List the specific steps being taken to comply along with a timetable for their implementation.			
18. Are coaches assigned to teams on the basis of sex?			
19. Are there reasonable opportunities to receive athletic scholarships or grants-in-aid in proportion to the number of students of each sex participating in interscholastic athletics?			

Subcommittee I

Health, Physical Education and Athletics

Information to be obtained

Sec. 86.34 Subpart D, O.C.R. Manual Pg. 21

1. Number and description, including the grade level, of all physical education classes conducted separately for males and females.

2. Number and description, including the grade level, of all physical education classes conducted on a coeducational basis.

3. Where physical education classes are being conducted separately for males and females:

    a. a description of any barriers preventing immediate compliance with Title IX requirements;

    b. a description of the steps being taken to overcome such barriers and a timetable for their implementation.

Sec. 86.41 Subpart D, O.C.R. Manual Pg 39-40

4. For each school, list by sport and level (i.e. intramural, varsity, junior varsity) the number of teams engaged in competition, including the number of:

    a. all-male teams and number of members on a team;

    b. all-female teams and number of members on a team;

    c. mixed teams (how many males and females are on each team?)

5. A list of the number of competitive events each of the teams has scheduled.

6. A list of the coaches, by name and sex, for each of the above teams.

7. Total amount of practice time each team is allotted and a description of the practice facilities and specific time periods allotted each team for their use.

8. Facility or facilities used by each team for competition and its scheduled (date, time) use of these facilities.

9. Copies of rules or by-laws of any interscholastic athletic association or league in which the recipient or the teams participate.

(Please attach all information gathered by this subcommittee to this sheet and submit to Dr. Foster's office. Deadline for submission of this information is March 4, 1977.)

EXHIBIT B

SUBCOMMITTEE II

Course Offerings

Composition of Subcommittee

Curriculum director - Chairperson
Department chairpersons
Curricular area coordinators
Principals
Teachers

Evalaution Areas

Math
Sciences
Music
Social Studies
English
Other

Title IX Requirements

Subpart D of the regulations applies to this area of concern. There is a general prohibition against the exclusion of persons, the denial of benefits, or the subjecting to discrimination on the basis of sex.

In addition, schools are specifically prohibited from providing any of its programs or activities separately on the basis of sex, or to require or refuse participation therein by any of its students on such basis. Admission to any school or other educational unit must be on a non-discriminatory basis, unless such school or educational unit is duplicated for the excluded sex on a comparable course by course, service by service, and facility by facility basis. In short, Title IX requires that, with very limited exceptions, all courses, classes, and other activities be offered on a coeducational basis.

Pertinent Regulations

86.34 -

Subcommittee Tasks

The tasks of this subcommittee are to:

(1) Detail current practices - This involves documenting what is currently being done in each of the areas being studied in the way of assignment of students to courses and classes, curriculum requirements, course descriptions and outlines, and assignment of personnel.

(2) Evaluate curricular offerings - Courses of study and class offerings should be evaluated to determine which of those might be required or elective, or modified or eliminated. The evaluation must take into account also any changes in

staff utilization or changes in numbers of students per class or course that might be necessitated by the transition to completely coeducational offerings.

(3) Recommend modifications and remedial steps - The subcommittee will acquire a sound and comprehensive foundation of information and awareness from its analysis of current practices and its evaluation of the curriculum, and will be able to make positive and informed recommendations for modifications of programs and practices. These recommendations will include any remedial steps necessary to eliminate the effects of discrimination resulting from current practices.

TITLE IX SELF-EVALUATION

Name of School District _____

Subcommittee # ____

Name of Subcommittee _____

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Members

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SUBCOMMITTEE II Course Offerings Page 1

Section 86.34	YES	NO	COMMENTS (If additional space is needed, please use the back of this sheet, or attach an addendum.)
1. Are there any courses designated or recommended for one sex only (for example, Bachelor Cooking?) List them.			
2. Are there any courses required for one sex but not the other (for example, home economics, industrial arts, military training, physical education?) List them.			
3. Do any courses have prerequisites which have a discriminatory effect on enrollment?			
4. Are students separated by sex for instruction within courses (except for instruction regarding human sexuality)?			
5. Are classroom activities assigned on the basis of sex?			
6. Do teachers use different methods of reward and punishment for female and male students?			
7. Are there disproportionate numbers of one sex or exclusively members of one sex in any class? List them.			
8. Do student handbooks or materials related to course description and selection contain content, language or illustrations which discriminate on the basis of sex?			

SUBCOMMITTEE II Course Offerings Page 2

Section 86.34	YES	NO	COMMENTS (If additional space is needed, please use the back of this sheet, or attach an addendum.)
9. Do curriculum guidelines for course offerings contain sex stereotyping or bias?			
10. Where students of one sex have previously been excluded or discouraged from taking certain courses, what steps have been taken to apprise students and parents of the availability of these courses?			
11. What standard of measuring skill or progress is used for male and female students in physical education classes (single, separate, individual, other)?			
12. Does the standard of measuring skill or progress have an adverse effect on one sex?			
13. If there are impediments to immediate compliance in the physical education program, indicate specifically what they are: Staff training and planning. Explain Curriculum revision. Explain Rescheduling. Explain Renovation of facilities or construction of additional facilities. Explain List the specific steps being taken to comply along with a timetable for their implementation.			
14. If separate physical education classes exist during the adjustment period, are they comparable?			

Subcommittee II

Course Offerings

Information to be obtained

Sec. 86.34 - B, O.C.R. Manual pg. 17

1. Names and numbers of all classes other than P.E. enrolling 80 percent or more students of one sex.

2. The school district's explanation of why enrollment in such courses is predominantly of one sex.

3. Name and number of all courses in which enrollment by members of one sex is required. Are there any graduation requirements that differ on the basis of sex?

4. Name and number of all courses, other than P.E., where instruction is offered separately on the basis of sex, and curriculum guides for such courses. For example, what are the objectives for boys and girls in each course?

5. Student handbooks or other descriptive information provided students for the past three years to aid them in selecting courses and programs. (Do their parents or guardians receive the same information?)

(Please attach all information gathered by this subcommittee to this sheet and submit to Dr. Foster's office. Deadline for submission of this information is March 4, 1977.)

EXHIBIT C

SUBCOMMITTEE III

Business, Home Economics, Vocational and Adult Education

Composition of subcommittee

Director of vocational education - Chairperson

Director of home economics

Department chairperson - Business education

Director of cooperative or distributive education

Industrial arts teacher

Home economics teacher

Director of adult education

Evaluation Areas

Admissions policies and practices

Coeducational course offerings

Employment assistance to students

Equal employment opportunity for staff

In-service training for staff

Title IX Requirements

Subpart D of the regulations applies to this area of concern. The general prohibition against the exclusion of persons, the denial of benefits, or the subjecting to discrimination on the basis of sex is operative.

In addition, schools are specifically prohibited from providing any of its programs or activities separately on the basis of sex or to require or refuse participation therein by any of its students on such basis.

Too, admissions policies and practices of vocational schools must be non-discriminatory; as well as must those of any other school or educational unit, unless such school or educational unit is duplicated for the excluded sex on a comparable course by course, service by service, and facility by facility basis.

In short, Title IX requires that all courses, classes, and other activities be offered on a coeducational basis.

Pertinent Regulations

86.34; 86.35

Subcommittee Tasks

The tasks of this subcommittee are to:

(1) Detail current practices - This involves outlining what is currently being done in each of the areas being studied in the way of admissions practices, assignment of students to courses and classes, curriculum requirements, course descriptions and outlines, employment assistance to students, and assignment of personnel.

(2) Evaluate curricular offerings - Courses of study and class offerings should be evaluated to determine which might be required and which might be offered as electives or which might be modified or eliminated. The evaluation must also take into account the changes in staff utilization and changes in numbers of students per class or course that will be necessitated by the transition to completely co-educational offerings.

(3) Recommend modifications and remedial steps - From its analysis of current practices and its evaluation of the curriculum the subcommittee will acquire a sound and comprehensive foundation of information and awareness from which to make positive and informed recommendations for modifications of programs and practices. These recommendations will include, also, what, if any remedial steps will be required to eliminate the effects of discrimination resulting from current practices.

TITLE IX SELF-EVALUATION

Name of School District _____

Subcommittee # _____

Name of Subcommittee _____

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Members

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SUBCOMMITTEE III Business, Home Economics, Vocational and Adult Education Page 1

Section 86.34; 86.35

	YES	NO	COMMENTS (If additional space is needed, please use the back of this sheet, or attach an addendum.)
1. Are there any courses designated or recommended for one sex only (for example, Bachelor Cooking?) List them.			
2. Are there any courses required for one sex but not the other (for example, home economics, industrial arts, Vocational and Adult Education.) List them.			
3. Do any courses have prerequisites which have a discriminatory effect on enrollment?			
4. Are students separated by sex for instruction within courses (except for instruction regarding human sexuality)?			
5. Are classroom activities assigned on the basis of sex?			
6. Do teachers use different methods of reward and punishment for female and male students?			
7. Are there disproportionate numbers of one sex or exclusively members of one sex in any class? List them.			
8. Do student handbooks or materials related to course description and selection contain content, language or illustrations which discriminate on the basis of sex?			

SUBCOMMITTEE III Business, Home Economics, Vocational and Adult Education

Section 86.34; 86.35	YES	NO	COMMENTS (If additional space is needed, please use the back of this sheet, or attach an addendum.)
9. Do curriculum guidelines for course offerings contain sex stereotyping or bias?			
10. Where students of one sex have previously been excluded or discouraged from taking certain courses, what steps have been taken to apprise students and parents of the availability of these courses?			
11. Does the standard of measuring skill or progress have an adverse effect on one sex?			
12. Are there different rules concerning parental, family, marital status for male and female students?			
13. Do schools provide significant assistance to orgainzations, agencies, or persons which discriminate on the basis of sex in providing any aid, benefit, or service to students or employees? Indicate the nature of such assistance.			

Subcommittee III

Business, Home Economics, Vocational and Adult Education

Information to be obtained

Sec. 86.34 - 86.35 (a) Subpart D, O.C.R. Manual pgs. 13 & 14

1. The number of students admitted by sex for the following academic years:

   a. 1964-65

   b. if students of both sexes were not admitted in 1964-65, the number of students admitted by sex the first year after that date in which students of both sexes were enrolled.

   c. the current and each of the preceding two academic years.

2. A statement of the admissions criteria applied for each of the years listed above;

3. The names, including form and date of publication of any tests employed during the past two years to determine eligibility for admission. For each year, what was the average and median score obtained by male and female applicants.

4. The names and enrollment by sex of all institutions which regularly refer applicants for admission;

5. The names and enrollment by sex of all institutions which regularly refer applicants for admission;

6. Copies of application forms used for the past two years;

7. Copies of recruitment brochures and other information distributed to prospective applicants and enrollees;

8. Copies of course catalogs, bulletins or other course descriptions circulated for the past two years;

9. In the case of a vocational school which previously admitted students of only one sex, a description of the specific steps it is taking to recruit and enroll students of the previously excluded sex.

(Please attach all information gathered by this subcommittee to this sheet and submit to Dr. Foster's office. Deadline for submission of this information is March 4, 1977.)

EXHIBIT D

SUBCOMMITTEE IV

Counseling and Financial Assistance

Composition of subcommittee

Director of guidance - Chairperson

Counselors

Financial aid counselors

Evaluation Areas

Counseling policies and practices

Counseling materials

Composition (by sex) of courses and classes

Financial assistance to students

Title IX Requirements

In addition to the general prohibition against discrimination on the basis of sex in the counseling or guidance of students, the regulations speak to two specific types of discriminatory practices: (1) the use of different materials with different students on the basis of their sex, and (2) the use of materials which permit or require different treatment of students on the basis of their sex.

Exceptions to these prohibitions would be the use of such materials covering the occupations and interest areas and selected for the purpose of eliminating sex bias.

Financial aid programs must be provided on a non-discriminatory basis in regard to amounts, types, eligibility, and qualifications criteria. Assistance to other persons or agencies which discriminate on the basis of sex in offering financial assistance to students is prohibited.

Administering or assisting in administering financial assistance which is offered to members of one particular sex is permissible only when the overall effect of such assistance does not discriminate on the basis of sex.

Pertinent Regulations

86.36; 86.37; 86.34

Subcommittee Tasks

Essentially the tasks of the subcommittee evaluating the areas of counseling and financial assistance are to:

(1) Detail current counseling practices - This means that whatever is being done currently by counselors is to be set forth in a frank and direct manner, even if some of those practices do not conform to Title IX regulations.

Some considerations are: (a) the process of assigning counselors for students, (b) the number of students assigned each counselor, (c) the nature of a typical counselor - student relationship as related to course and career counseling, (d) restraints imposed by curricular practices, (e) types of counseling materials, including examples of locally developed materials, (f) and any written or relevant unwritten counseling policies.

(2) Evaluate course selection by students - Courses of study and particular classes which traditionally serve substantially disproportionate numbers of students of one sex should be studied to determine what, if any, role counseling practices and/or counseling materials play in influencing such class or course selection.

Math, science, business, home economics, and vocational courses are areas which sometimes reflect substantially disproportionate numbers of students of one sex. Data should be developed focusing on such areas. The type and amount of data will depend upon the number of such classes and courses involved. In situations involving large numbers of courses and classes a sampling at different schools will suffice, rather than a complete class by class approach that would be used where small numbers are involved.

(3) Develop procedures for selection and use of materials - Procedures which ensure that counseling materials are used on a non-discriminatory basis and do not permit or require different treatment of students on the basis of sex are to be developed.

These procedures need not be elaborate but should be adequate enough to satisfy an objective observer that a good faith effort is being made to conform to the regulations. Care must be taken to screen out materials which are either sex-related or which suggest course selection or career choices on the basis of sex.

Procedures might include a checklist for detecting sex bias, a review of materials currently in use, and a screening process for selection of materials.

(4) Detail financial assistance role - The school system's role in administering financial aid programs and its role in cooperating with or assisting other agencies which provide financial assistance to its students is to be set forth in detail. Particular attention should be given to any financial assistance which is offered to students of a particular sex, in order to ensure that the overall effect of such sex-restricted awards does not discriminate on the basis of sex.

(5) Make recommendations for any necessary modifications and/or remedial steps - Finally, after analysis of current policies and practices, the subcommittee should recommend whatever modifications of current policies and practices it deems necessary and should recommend any remedial steps it deems appropriate for eliminating the effects of any discrimination which resulted from adherence to current policies and practices.

Examples of modifications of policies and practices are the elimination of certain tests which are administered on the basis of sex, or asssigning students to certain counselors on the basis of sex. Examples of remedial steps are a special effort to interest students of one sex in certain courses of study, or re-testing of students who have been tested with sex-related tests.

TITLE IX SELF-EVALUATION

Name of School District _____

Subcommittee # ____

Name of Subcommittee _____

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Members

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SUBCOMMITTEE IV Counseling and Financial Assistance Page 1

Section 86.36; 86.37	YES	NO	COMMENTS (If additional space is needed, please use the back of this sheet, or attach an addendum.)
1. Are students guided into certain courses on the basis of sex (for example, home economics, industrial arts)?			
2. Are students guided toward certain career choices on the basis of sex (for example, nursing, law, teaching, police work)?			
3. Do counselors make college recommendations on the basis of sex?			
4. Are different tests used to appraise or evaluate female and male students, or are test results used differently on the basis of sex? (Note: Certain vocational interest tests have been found to be sex-biased. For example, Strong Vocational Interest Blank and Holland's Self-directed Search. The Non-Sexist, Vocational Card Sort is available from University Counseling Center, University of Florida.)			
5. Have procedures been developed to examine appraisal and counseling materials and techniques for sex bias?			
6. Are there different amounts of financial assistance, or of any form of assistance, given to students on the basis of sex? (Excluding wills, trusts, and bequests specifying sex.)			

SUBCOMMITTEE IV Counseling and Financial Assistance Page 2

Section 86.36; 86.37	YES	NO	COMMENTS (If additional space is needed, please use the back of this sheet, or attach an addendum.)
7. Are there reasonable opportunities to receive athletic scholarships or grants-in-aid in proportion to the number of students of each sex participating in interscholastic athletics?			
8. Are there any courses designated or recommended for one sex only (for example, Bachelor Cooking?) List them.			
9. Are there any courses required for one sex but not the other (For example, home economics, industrial arts, military training, physical education?) List them.			
10. Do any courses have prerequisites which have a discriminatory effect on enrollment?			
11. Are students separated by sex for instruction within courses (except for instruction regarding human sexuality)?			
12. Are classroom activities assigned on the basis of sex?			
13. Do teachers use different methods of reward and punishment for female and male students?			

SUBCOMMITTEE IV Counseling and Financial Assistance Page 3

Section 86.37; 86.37	YES	NO	COMMENTS (If additional space is needed, please use the back of this sheet, or attach an addendum.)
14. Are there disproportionate numbers of one sex or exclusively members of one sex in any class? List them.			
15. Do student handbooks or materials related to course description and selection contain content, language or illustrations which discriminate on the basis of sex?			
16. Do curriculum guidelines for course offerings contain sex stereotyping or bias?			
17. Where students of one sex have previously been excluded or discouraged from taking certain courses, what steps have been taken to apprise students and parents of the availability of these courses?			
18. What standard of measuring skill or progress is used for male and female students in physical education classes (single, separate, individual, other)?			
19. Does the standard of measuring skill or progress have an adverse effect on one sex?			

SUBCOMMITTEE IV Counseling and Financial Assistance

Section 86.37; 86.37	YES	NO	COMMENTS (If additional space is needed, please use the back of this sheet, or attach an addendum.)
20. If there are impediments to immediate compliance in the physical education program, indicate specifically what they are: Staff training and planning. Explain Curriculum revision. Explain. Rescheduling. Explain. Renovation of facilities or construction of additional facilities. Explain. List the specific steps being taken to comply along with a timetable for their implementation.			
21. If separate physical education classes exist during the adjustment period, are they comparable?			

Subcommittee IV

Counseling and Financial Assistance

Information to be obtained

Sec. 86-86.3a, O.C.R. Manual Pg. 32

1. Descriptions of all student services, including but not limited to counseling, health, employment and services for special needs:

2. Copies of any insurance policies which the recipient makes available to students;

3. The names, including form and date of publication, of any appraisal instruments used in counseling students or assigning them to programs;

4. A description of the internal procedures being used to ensure that appraisal and counseling materials do not discriminate on the basis of sex;

5. For each elementary, junior high, high and vocational school, as appropriate, the number of students enrolled in the following categories of courses or programs;
   a. business and office occupations
   b. industrial and trade
   c. home economics
   d. health occupations
   e. special education

6. If the number of individuals of one sex enrolled in any of the above categories of courses or programs is substantially disproportionate, what action has been taken by the recipient to assure that such disproportion is not the result of sex discrimination in counseling or other instruments or their application?

7. For each elementary, junior high, high and vocational school, where a particular class contains a substantially disproportionate number of individuals of one sex, what action has been taken to ensure that such disproportion is not the result of sex discrimination in counseling or appraisal materials or by counselors?

(Please attach all information gathered by this subcommittee to this sheet and submit to Dr. Foster's office. Deadline for submission of this information is March 4, 1977.)

EXHIBIT E

SUBCOMMITTEE V

Employment, Compensation, and Fringe Benefits

Composition of Subcommittee

Director of Personnel - Chairperson
Business manager
Payroll accountant
Principals
Teachers

Evaluation Areas

Employment criteria
Recruitment and advertising
Hiring, assignment, and promotion
Job classification and structure
Pre-employment inquiries
Sex as a bonafide occupational qualification
Marital or parental status
Pregnancy and pregnancy leave
Head of household

Title IX Requirements

Subpart E of the regulations deals very extensively with every aspect of employment from recruiting to pension plans and requires that all employment decisions be made in a non-discriminatory manner. No person may be excluded from participation in, be denied the benefits of, or be subjected to discrimination in employment on the basis of sex. These prohibitions apply to recruitment, the application process, hiring, promotion, tenure, demotion, transfer, layoff, rates of pay, terms of collective bargaining agreements, training, fringe benefits, leaves of absence, and other terms, conditions and privileges of employment.

Pertinent Regulations

86.51; 86.51; 86.53; 86.54; 86.55; 86.56; 86.57; 86.58; 86.59; 86.60; 86.61 -

Subcommittee Tasks

The tasks of this subcommittee are to:

(1) Document current practices - This involves scrutinizing the total employment area including compensation and fringe benefits in terms of policies and practices related to treatment of members of both sexes. This documentation will include comparisons between the two sexes in numbers, job classifications, compensation, fringe benefits, provision of training, promotion, assignment, and other pertinent areas.

(2) Recommend modifications in employment practices - Where the subcommittee finds discrepancies between current practices and Title IX requirements, it will recommend the modifications it deems appropriate. In those instances where such modifications are extensive or complex enough to require significant planning, the subcommittee will assume the planning responsibility.

(3) Recommend remedial steps - If indicated, the subcommittee has the responsibility to recommend remedial steps to eliminate the effects of discrimination resulting from policies or practices followed by the school district.

TITLE IX SELF-EVALUATION

Name of School District _____

Subcommittee # _____

Name of Subcommittee _____

_____

Members

_____ _____

_____ _____

_____ _____

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Notes

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SUBCOMMITTEE V Employment, Compensation, and Fringe Benefits

Section 86.51; 86.52; 86.53; 86.54; 86.55; 86.56; 86.57; 86.58; 86.59; 86.60; 86.61	YES	NO	COMMENTS (If additional space is needed, please use the back of this sheet, or attach an addendum.)
1. How many male and female applicants for employment were there during the last year and how many of each sex were hired? List numbers and percentages by job category.			
2. Are job applicants segregated or classified in any way which adversely affects the employment opportunities or status of one sex?			
3. Of qualified applicants for particular positions, are women and men selected in reasonable proportion to their availability in the labor pool?			
4. List all institutions of employment recruitment or referral. Do any of these institutions discriminate on the basis of sex?			
5. Are preferences granted to applicants for employment on the basis of attendance at predominantly or entirely single sex educational institutions?			
6. If so, does this practice result in discrimination on the basis of sex?			
7. Is recruitment conducted primarily at predominantly or entirely single sex educational institutions, schools, or other organizations?			

SUBCOMMITTEE V Employment, Compensation, and Fringe Benefits Page 2

Section 86.51; 86.52; 86.53; 86.54; 86.55; 86.56; 86.57; 86.58; 86.59; 86.60; 86.61	YES	NO	COMMENTS (If additional space is needed, please use the back of this sheet, or attach an addendum.)
8. If so, does this practice result in discrimination on the basis of sex?			
9. Are there any selection criteria, tests, or other assessment or placement techniques which impact adversely on either sex?			
10. Are such assessment techniques which impact adversely on one sex job-related and valid predictors of job performance?			
11. Do advertisements for employment or promotion indicate preferences, limitations, or specifications by sex?			
12. Where recruitment and hiring have been discriminatory, what steps are being taken to recruit members of the sex previously discriminated against?			
13. Are policies, procedures, and criteria for recruitment, hiring, promotion, and transfer in writing?			
14. Are these policies, procedures, and criteria nondiscriminatory in their effect on opportunities for selection and advancement of members of both sexes?			
15. Are these policies, procedures, and criteria disseminated and applied without regard to sex?			

Section 86.51; 86.52; 86.53; 86.54; 86.55; 86.56; 86.57; 86.58; 86.59; 86.60; 86.61

	YES	NO	COMMENTS (If additional space is needed, please use the back of this sheet, or attach an addendum.)
16. Are pre-employment inquiries made as to the potential or actual marital, parental, or family status of an applicant?			
17. Are there any policies or practices concerning marital, parental, or family status which treat people differently on the basis of sex?			
18. Are there any policies or practices regarding an applicant's or employee's status as head of household or principal wage earner?			
19. What is the number and percentage of employees in the entire district by sex for each major job category (custodial, secretarial, supervisory, administrative--principals, assistant principals, central office, superintendent)?			
20. What is the number and percentage by sex in each job category within each school?			
21. What is the average salary and grade by sex of 5-, 10-, and 15-year employees in equivalent job categories?			
22. Are salaries for the same or comparable jobs and responsibilities equal for women and men?			

SUBCOMMITTEE V Employment, Compensation, and Fringe Benefits

Section 86.51; 86.52; 86.53; 86.54; 86.55; 86.56; 86.57; 86.58; 86.59; 86.60; 86.61

	YES	NO	COMMENTS (If additional space is needed, please use the back of this sheet, or attach an addendum.)
23. Are criteria for determining salaries for each job classification specified and made available to all present and potential employees?			
24. Is the rate of compensation for extracurricular assignments the same for men and women (for example, coaching, club sponsorship, supervision of sports events, plays, musical events, field trips)?			
25. What is the average time between promotions of employees within different job classifications by sex?			
26. Is there a pattern of discriminatory assignment of members of one sex to lower ranks, levels, or classifications of job responsibility and status?			
27. How many non-administrative staff members of each sex have administrative credentials and are qualified to hold administrative positions?			
28. Are there areas of under-utilization of either sex?			
29. Is any position classified on the basis of sex (for example, only female coaches for girls' athletic teams)?			

SUBCOMMITTEE V Employment, Compensation, and Fringe Benefits

Section 86.51; 86.52; 86.53; 86.54; 86.55; 86.56; 86.57; 86.58; 86.59; 86.60; 86.61	YES	NO	COMMENTS (If additional space is needed, please use the back of this sheet, or attach an addendum.)
30. Do criteria or prerequisite experiences for employment or promotion discriminate on the basis of sex (for example, coaching experience as a criterion for the selection of a Director of Physical Education where opportunities in coaching for women have previously been limited)?			
31. Are both male and female employees notified about job openings, both within a school and district-wide?			
32. Are administrative internships, inservice or apprenticeship training, staff development opportunities, and tuition grants or other compensation designed to prepare employees for promotion equally available to women and men? (What is the job classification and percentage by sex of staff who have participated in such programs?			
33. What steps are being taken to eliminate underrepresentation of members of one sex in the applicant pools?			
34. Are employees of both sexes encouraged to obtain administrative training and experience?			
35. Are employees of both sexes encouraged to apply for administrative positions?			

SUBCOMMITTEE V Employment, Compensation, and Fringe Benefits Page 6

Section 86.51; 86.52; 86.53; 86.54; 86.55; 86.56; 86.57; 86.58; 86.59; 86.60; 86.61

	YES	NO	COMMENTS (If additional space is needed, please use the back of this sheet, or attach an addendum.)
36. How much was spent on training during the past year by sex?			
37. Are there any contractual or other relationships (for example, collective bargaining agreements) which have the effect of subjecting employees to discrimination on the basis of sex?			
38. Are nepotism policies written and applied with equal impact on members of both sexes?			
39. Do employer-sponsored activities, including social and recreational programs, discriminate on the basis of sex?			
40. Are there discriminatory policies or practices in any of the following areas: Recruitment? Transfer? Selection? Referral? Retention? Dismissal? Membership? If so, what steps are being taken to remedy these discriminatory policies or practices?			

SUBCOMMITTEE V Employment, Compensation, and Fringe Benefits

Section 86.51; 86.52; 86.53; 86.54; 86.55; 86.56; 86.57; 86.58; 86.59; 86.60; 86.61

	YES	NO	COMMENTS (If additional space is needed, please use the back of this sheet, or attach an addendum.)
41. Are leaves - medical, sabbatical, emergency, administrative (to attend conferences, professional meetings, etc.), and educational - available to men and women equally?			
42. Are pregnancy and related conditions (miscarriage, abortion, childbirth) treated as any other disability or medical absence? Are leave policies the same? Disability income? Accrual of seniority? Reinstatement? Fringe benefits?			

SUBCOMMITTEE V Employment, Compensation, and Fringe Benefits Page 8

Section 86.51; 86.52; 86.53; 86.54; 86.55; 86.56; 86.57; 86.58; 86.59; 86.60; 86.61	YES	NO	COMMENTS (If additional space is needed, please use the back of this sheet, or attach an addendum.)
Section 86.56 - Fringe Benefits Fringe benefits are defined as any medical, hospital, accident, life insurance or retirement benefit, service, policy, or plan, any profit-sharing or bonus plan, leave, and any other benefit or service of employment. 1. Are fringe benefits available to employees without discrimination on the basis of sex?			
2. Are fringe benefits available to spouses, families, or dependents of employees differently on the basis of the employee's sex?			
3. Does any fringe benefit plan not provide either for equal periodic benefits for members of each sex or for equal recipient contributions to the plan for members of each sex?			
4. Do pension or retirement plans establish different optional or compulsary retirement ages for each sex or otherwise discriminate in benefits on the basis of sex?			
5. Do organizations providing or administering fringe benefits have policies or practices subjecting employees to discrimination on the basis of sex?			
Although this Check List covers most aspects of the Regulation, it is not exhaustive and should, therefore, not be used as a substitute for careful reading of the Regulation itself.			

Subcommittee V

Employment, Compensation, and Fringe Benefits

Information to be obtained

Sec. 86.51 - 86.61, Subpart E, O.C.R. Manual pgs. 50-54.

1. Organization chart of school system personnel for both the administrative staff and for separate schools.

2. The number and percentage of employees by sex for each major job classification (teacher, supervisor, administrator), by level (elementary, junior high, high, district-wide, sub-district wide).

3. In the case of a specific complaint, position descriptions and salaries and descriptions of the qualifications and selection criteria for <u>each</u> position associated with the issues raised in the complaint. Included should be values given specific selection factors and a description of how weighting values were determined and used.

4. Published salary schedules for both professional and non-professional positions.

5. Copies of application forms for both professional and non-professional positions.

6. Average entry salary by sex. Average salary and grade of 5, 10, 15-year employees by sex.

7. Average time in grade (between promotions) of employees by sex.

8. Copies of all policies relating to granting of leaves of absence, including those for temporary disabilities, extended medical leave, and for pregnancy and related conditions, which have been in effect since June 23, 1972.

9. Copies of all collective bargaining agreements with both professional and non-professional employee groups.

10. Copies or descriptions of any medical, hospital, accident, life insurance or retirement benefit, service, policy or plan which the recipient has administered, offered, operated, or participated in since June 23, 1972.

11. Descriptions of any administrative internships or training programs operated by the LEA or in which the LEA personnel participate, including:

    a. name and sex of individuals participating in such programs for the past five years;

    b. means used to inform potential applicants or enrollees of the program;

    c. criteria for selecting participants.

12. A list of institutions which employment recruiters visited, to which employment recruitment information (including notices of openings) was sent, or from which employment referrals were sought each of the past three years.

(Please attach all information gathered by this subcommittee to this sheet and submit to Dr. Foster's office. Deadline for submission of this information is March 4, 1977.)

EXHIBIT F

SUBCOMMITTEE VI

Extracurricular Activities and Rules for Students

Composition of Subcommittee

Activities principals
Deans
Teachers

Evaluation Areas

Coeducational posture of activities
School support for activities
Assignment of staff
Selection criteria
Rules of behavior and appearance
Health and insurance benefits for students
Marital or parental status of students
Pregnancy and related conditions

Title IX Requirements

Non-discrimination in extracurricular activities is prohibited under Title IX and is dealt with under both general and specific prohibitions in the regulations. Extracurricular activities are an integral part of the education program of a school district and as such must be offered in a non-discriminatory manner.

Rules related to behavior or dress must not discriminate against persons on the basis of sex. Health and insurance benefits which are provided for students must be provided on a non-discriminatory basis and any school district which provides full coverage health service must provide gynecological care. Rules concerning parental, family or marital status of students may not treat students differently on the basis of sex.

Students who are pregnant may not be excluded from any education program or activity, including extracurricular activities unless the student requests voluntarily to participate in a separate program. Any separate instructional program for pregnant students must be comparable to that offered non-pregnant students.

Pertinent Regulations

86.31; 86.39; 86.40; - From Preamble: 53

Subcommittee Tasks -

The tasks of this subcommittee are to:

(1) Detail current practices - This involves setting forth what is currently being done in each of the areas being evaluated.

(2) Determine compliance posture - This involves measuring current practices against Title IX requirements to determine if modifications in current policies and practices are indicated.

(3) Recommend modifications and remedial steps - This involves recommending changes deemed necessary to ensure compliance with Title IX regulations, including a timetable and the mechancis of changes in policies, practices or taking remedial steps.

TITLE IX SELF-EVALUATION

Name of School District _____

Subcommittee # _____

Name of Subcommittee _____

Members

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_____	_____
_____	_____
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Notes

SUBCOMMITTEE VI Extracurricular Activities and Rules for Students Page 1

Section 86.31; 86.39; 86.40	YES	NO	COMMENTS (If additional space is needed, please use the back of this sheet, or attach an addendum.)
1. Do schools sponsor, furnish facilities to, or otherwise support any activities or clubs that limit membership to one sex (not including YMCA, YWCA, Girl Scouts, Boy Scouts, Camp Fire Girls)? Indicate the kind and amount of support in each case.			
2. If single sex organizations are sponsored or aided, are they 1) tax-exempt; 2) traditionally one sex; 3) limited to members under 19 years of age?			
3. Is the treatment of students in any activity or club different on the basis of sex (for example, meeting times, assignment of faculty advisors by sex)?			
4. Are there any other aids, benefits, services provided differentially on the basis of sex?			
5. Do schools provide significant assistance to organizations, agencies, or persons which discriminate on the basis of sex in providing any aid, benefit, or service to students or employees? Indicate the nature of such assistance.			
6. Do health services and insurance discriminate in any way on the basis of sex? (Providing services, such as family planning, used by a different proportion of students of one sex is not prohibited. However, a higher insurance premium for pregnancy coverage is considered discriminatory.)			

SUBCOMMITTEE VI Extracurricular Activities and Rules for Students

Section 86.31; 86.39; 86.40	YES	NO	COMMENTS (If additional space is needed, please use the back of this sheet, or attach an addendum.)
7. Are there different rules concerning parental, family, marital status for male and female students?			
8. Are pregnant students excluded from any classes or extracurricular activities?			
9. Are pregnant students required to participate in any classes or extracurricular activities?			
10. Are separate programs, schools, classes operated for pregnant students?			
11. Are such programs, schools, classes comparable to the regular instructional program?			
12. Is attendance at such programs, schools, classes truly optional (on request by student or certification of her doctor)?			
13. Are medically homebound pregnant students provided with the same services (for example, homebound instruction) provided to other medically homebound students?			
14. Are requirements for medical exemptions from courses or activities the same for pregnancy as for other medical problems?			

SUBCOMMITTEE VI Extracurricular Activities and Rules for Students

Section 86.31; 86.39; 86.40	YES	NO	COMMENTS (If additional space is needed, please use the back of this sheet, or attach an addendum.)
15. If there are no services or provisions for temporarily disabled students, are pregnant students granted leaves of absence and reinstated to their status at time of leave?			
16. Do medical or hospital benefits, services, plans, or policies treat pregnancy and related conditions as any other temporary disability?			

Subcommittee VI

Extracurricular Activities and Rules for Students

Information to be obtained

Sec. 86.40 (b) Subpart D, O.C.R. Manual pg. 26

1. Copies of any policies, regulations, or directives regarding treatment of pregnant students.

2. Descriptions of any special courses, programs, schools, or other services provided by the LEA to pregnant students.

3. Descriptions of any services provided by the LEA to students with temporary disabilities and the number students, by sex, who have received such services since July 1, 1972.

4. Number of girls who have dropped out of school because of pregnancy or related conditions during the present and each of the past three school years.

5. Number of girls who left school due to pregnancy or childbirth who have re-entered the regular program during the present and each of the past three school years.

6. Number of pregnant girls who have remained in the regular school program during the present and each of the past three years.

Sec. 86.31 (b) Subpart D, O.C.R. Manual pg. 44

7. For elementary, junior high and high schools, a list of all organizations including athletic organizations, for which students are selected on the basis of achievement, services or a combination of both, and the membership in each such organization, broken down by sex.

8. For junior high and high schools, a list of any prizes, awards, or scholarships awarded to students in the past three years, including the name and sex of each recipient and a description of the extent to which the school or LEA participates in the nomination and selection process. (Again, you should limit initial requests to a sampling of each type of school in large districts)

Sec. 86.31 (b) Subpart D, O.C.R. Manual pg. 42

9. Copies of student handbooks or other statements setting forth any rules or regulations governing student behavior or appearance;

10. Copies of student handbooks or other statements setting forth regulations governing punishments or penalties, including suspensions and expulsions;

(Please attach all information gathered by this subcommittee to this sheet and submit to Dr. Foster's office. Deadline for submission of this information is March 4, 1977.)

EXHIBIT G

HAYWARD UNIFIED SCHOOL DISTRICT
Educational Services Division
State and Federal Programs

TO: All Principals and Department Heads

FROM: Dan A. Foster

SUBJECT: Title IX, Nondiscrimination on the Basis of Sex
Self-Evaluation

1. The district is required to evaluate its current policies and practices affecting students and employees for discrimination based on sex, and, when necessary, to modify those policies and practices not in compliance with the Title IX regulations. The evaluation and modification plans must be completed throughout the District by September 30, 1976.

2. So that the district deadline may be met, please complete the attached checklist for school sites/or departments by September 28, 1976. One copy should be retained for your files and one copy submitted to my office. This report shall be kept on file for a minimum of three (3) years, as specified by the governing federal regulations.

3. Principals and Department Heads should use the attached guidelines for the completion of the self-evaluation.

4. REPORT DUE FROM SCHOOLS OR DEPARTMENTS: September 28, 1976.

Suggested guidelines for the completion of the attached "Self Evaluation, Title IX, Education Amendments Act of 1972."

High Schools

a) Principal and administrative staff meet with the Department Chairpersons to go over self evaluation format.

b) Department Chairpeople discuss Title IX self evaluation with member of department for input.

c) Department Chairpersons meet again with principal and administrative staff to complete self evaluation.

d) Final results of the compiled survey shall be discussed with entire staff before submitting to acting Title IX coordinator.

Junior High Schools

a) Principal and assistant principals meet with Department Chairpersons to go over and complete the self evaluation form.

b) Final results of the completed survey shall be discussed with entire staff before submitting to acting Title IX coordinator.

Elementary Schools

a) Principal or site administrator meet with committee composed of representatives from the primary and intermediate levels to go over and complete the self evaluation form.

b) Final results of the completed survey shall be discussed with entire staff before submitting to acting Title IX coordinator.

District Office

a) Depending upon the complexity of the department to be evaluated, the supervisor shall meet with representatives of their various departments to review and complete the self evaluation form.

b) Final results of the completed survey shall be discussed with members of their department before submitting the results to the acting Title IX Coordinator.

HAYWARD UNIFIED SCHOOL DISTRICT

CHECKLIST FOR SCHOOLS AND DISTRICT OFFICES - TITLE IX COMPLIANCE

SCHOOL/OFFICE _____ DATE _____

The district is required to evaluate all educational programs and activities which it conducts for compliance with Title IX of the Education Amendments of 1972. Plans for full compliance must be effected throughout the district by September 21, 1976. (Exceptions in physical education and athletics are noted.) Many items on this checklist may not apply to your school or office. Please check the appropriate column: "YES", "NO", or "DOES NOT APPLY." For items checked "NO", attach plans and dates for compliance. (NOTE: Each item is followed by the reference to the Title IX regulation which requires compliance.)

	YES	NO	DOES NOT APPLY
1. Staff has been informed that, before September 28, 1976, all policies and practices must be evaluated and, when necessary, modified to be in compliance with the Title IX Rules and Regulations.A86.3(c)(i)(ii)			
2. Staff has been informed that the district must maintain on file, for at least three years following the completion of the required evaluation, a description of the modifications made to accomodate Title IX. A86.3 (d)			
3. Staff has been informed that every application for federal financial assistance shall be accompanied by an assurance that each program or activity will be operated in compliance with Title IX. A86.4 (a)			
4. All students and employees have been informed of the name, office address and telephone number of the employee(s) designated to coordinate Title IX compliance efforts. A86.8 (a)			
5. All students and employees have been notified of procedures available for the prompt and equitable resolution of complaints alleging any action prohibited by Title IX. A86.8 (b)			
6. Every student has been notified, in writing, of the district's commitment to comply with Title IX. A86.9 (2) (iii)			
7. Every employee has been notified, in writing, of the district's commitment to comply with Title IX. A86.9 (2) (iii)			
8. Continuing steps are being taken to notify employees, applicants for employment, sources of employment, students, applicants for enrollment, parents of elementary and secondary school students, unions and professional organizations that the district does not discriminate on the basis of sex in the educational programs or activities which it operates. A86.9 (a) (1)			
9. School publications include an initial statement of the district's policy of nondiscrimination on the basis of sex in the programs or activities which it operates. A86.9 (2) (ii)			
10. The opportunities for participation in extracurricular programs and activities are equally available to members of either sex. D86.31(a)			

	YES	NO	DOES NOT APPLY
11. Aids, benefits or services are avilable to students without regard to sex. D86.31 (b) (1-3)			
12. All students, regardless of sex, are subject to the same rules of behavior in all education programs and activities. D86.31 (b) (4)			
13. Rules of appearance are applied without discrimination to students of either sex. D86.31 (b) (5)			
14. Those facilities which are not shared by both sexes (lavatories, locker rooms, showers) are comparable. D86.33			
15. All courses, classes and activities (except specified contact sports and classes dealing exclusively with human sexuality) are available to either sex. D86.34			
16. No course, class or activity is required of one sex that is not required of the other. D86.34			
17. As soon as possible, but in no case later than 76-77, all classes in elementary school (K-6) physical education will be coeducational. D86.34 (a)			
18. As soon as possible, but in no case later than 78-79, all classes in secondary (7-12) physical education will be coeducational. D86.34(a)			
19. Staff has been informed that students may be separated by sex within physical education classes during participation in wrestling, football and basketball or other sports the major activity of which is bodily contact. D86.34 (c)			
20. Staff has been informed that students may be grouped in physical education classes by ability as assessed by objective standards of individual performance. D86.34 (b)			
21. Staff has been informed that classes that deal exclusively with human sexuality may be conducted in separate sessions for each sex.D86.34(e)			
22. Staff has been informed that a chorus may exist which is one sex or predominantly one sex because of vocal range. D86.34 (f)			
23. Staff has been informed that where the use of a single standard of measuring skill or progress in a physical education class has an adverse effect on members of one sex, standards will be used that do not have such effect. D86.34 (d)			
24. Staff has been informed that if a class contains a disproportionate number of students of one sex, the imbalance must not be a result of sex-biased counseling or materials. D86.36 (c)			
25. All counseling and guidance of students is free from sex bias. D86.36 (a)			
26. Staff has been informed that student referrals and other assistance for employment purposes can be made only to agencies, organizations or persons that assure no discrimination in their employment practices. D86.38 (a)			

	YES	NO	DOES NOT APPLY
27. Students of either sex are treated equally with regard to actual or potential marital, family or parental status. D86.40 (a)			
28. The education program, including classes and extracurricular activities, is equally available to pregnant students and, if separate programs are available to pregnant students, participation in such programs is voluntary. D86.40 (b) (1)			
29. Staff has been informed that a pregnant student may be required to obtain the certification of a physician for participation in the normal education program so long as such certification is required of all students with other physical or emotional conditions requiring the attention of a physician. D86.40 (b) (2)			
30. Equal opportunities in interscholastic, club and intramural athletics are provided for members of both sexes. D86.41 (c)			
31. Staff has been informed that under Title IX separate interscholastic teams may be operated for each sex where the selection is based on competitive skill or the activity is a contact sport but that under district policy, females may compete on any teams with the exception that males and females may not compete against each other in the contact sports of football, water polo and wrestling. D86.41 (b)			
32. The selection of sports and the levels of competition effectively accommodate the interests and abilities of both sexes. D86.41 (c)(1)			
33. Athletic equipment and supplies are provided on a comparable basis for members of both sexes. D86.41 (c) (ii)			
34. Athletics practice times and events are scheduled on an equitable basis for both sexes. D86.41 (c) (iii)			
35. Travel facilities for athletic teams of either sex are comparable. D86.41 (c) (iv)			
36. Coaching and academic tutoring for both sexes are provided on an equitable basis. D86.41 (c) (v)			
37. Facilities are provided on an equitable basis for members of both sexes. D86.41 (c) (vii)			
38. Medical services and training facilities are provided on an equitable basis for teams regardless of sex. D86.41 (c) (viii)			
39. Publicity is provided to athletics on an equitable basis regardless of the sex of the participants. D86.41 (d) (x)			
40. Necessary funds are provided on an equitable basis to teams, regardless of sex. D86.41 (c)			
41. Staff has been informed that although an adjustment period of one year (from 1975-76) for elementary schools and three years for secondary shcools is provided for full compliance in the interscholastic athletics program, such compliance must be achieved as expeditiously as possible. D86.41 (d)			

	YES	NO	DOES NOT APPLY
42. Staff has been informed that, while Title IX in no way regulates the use of particular textbooks or curricular materials, sex discrimination in instructional materials is specifically prohibited by the California Education Code. D86.42			
43. Employment practices exclude any criteria which have a disproportionately adverse effect on one sex unless the use of such criteria can be shown to validly predict successful job performance for the position in question. E 86.52 (a)			
44. Employee recruitment and hiring practices are free from discrimination on the basis of sex. E86.53 (a)			
45. Pre-employment inquiries are free from references to the marital status of the applicant including whether an applicant is "Miss" or "Mrs." E86.60 (a)			
46. Pre-employment inquiries regarding the sex of an applicant are made only if such inquiries are made equally of applicants of both sexes and if such inquiries are not used for purposes of sex discrimination prohibited by Title IX. E86.60 (b)			
47. Sex is used as an occupational qualification only when it can be shown that sex is a bona fide occupational qualification (e.g., employment in a locker room or toilet facility used only by members of one sex). E86.61			
48. Staff has been informed that HEW will use procedures established for Title VI of the Civil Rights Act of 1964 to implement the Title IX Regulations (voluntary compliance, termination of federal assistance, referral to the Department of Justice for possible prosecution, etc.). F86.71			

The administrator in charge is required to complete "plans for compliance", attached to this self evaluation for: (1) modifying any policies and practices which do not meet the requirements of the Title IX Regulations; and (2) taking appropriate steps to eliminate the effects of any discrimination which may have resulted from adherence to these policies and practices.

This evaluation was completed by: _____
(Signature)

_____ _____
(Title) (Date)

Retain one copy of this evaluation and remediation plans for your files, and submit one copy to your acting Title IX coordinator (Dan A. Foster, Admin - 1) by September 28, 1976.

PLANS FOR COMPLIANCE

Items marked as NO on the self evaluation form should be noted below.

Non-compliance Number on Self Evaluation Form	Brief Description of Proposed Plan of Compliance	Proposed Date of Compliance	Responsibility of and/or Who Involved

Non-compliance Number on Self Evaluation Form	Brief Description of Proposed Plan of Compliance	Proposed Date of Compliance	Responsibility of and/or Who Involved

APPENDIX H

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

Mr. Robert Hale Kershaw
3216 Burdeck Drive
Hayward, California 94602

Dear Mr. Kershaw:

I regret that I have not let you know earlier my assessment of the evaluation materials you developed for assessing compliance with Title IX of the Education Amendments of 1972. I found the assessment tool that you developed was quite comprehensive and that it incorporated many of the criteria our own investigators use in determining a recipient's compliance posture. While I suspect that any general instrument may require adaptations and refinements to meet the needs of a particular recipient, the assessment instrument you have developed appears to set forth a sound basis for the conduct of a self-evaluation.

Again, please accept my apologies for my delay in conveying my opinion.

Sincerely yours,

Rosa D. Wiener

Rosa D. Wiener
Chief
Sex Discrimination Branch
Policy, Planning and Research
Office for Civil Rights

APPENDIX I

Title IX Self-Evaluation Questionnaire

In designing our self-evaluation instrument it is necessary to get as much input as possible from those staff members who have previously exhibited expertise in evaluating and designing test instruments. We hope you will take the time to evaluate our present Title IX Self-evaluation Checklist and rate this instrument. Enclosed you will find a copy of the Law and a copy of our instrument. Please submit this evaluation and any constructive criticisms to Robert Kershaw, Strobridge High School.

Hayward Unified School District
Inter-Office Communication

To: Staff

From: Robert Kershaw

Please rate the Checklist Questionaire for Title IX compliance. Would you evaluate each question in terms of: (1) clarity; (2) appropriateness; (3) relevancy; (4) practicality; (5) comprehensiveness, and (6) simplicy. We are ranking your responses on a scale from one to four, one being excellent, two good, three needs improvement and four poor. Any suggestions you have kindly attach to the evaluation.

HAYWARD UNIFIED SCHOOL DISTRICT

CHECKLIST FOR SCHOOLS AND DISTRICT OFFICES - TITLE IX COMPLIANCE

SCHOOL/OFFICE _____ DATE _____

The district is required to evaluate all educational programs and activities which it conducts for compliance with Title IX of the Education Amendments of 1972. Plans for full compliance must be effected throughout the district by September 21, 1976. (Exceptions in physical education and athletics are noted.) Many items on this checklist may not apply to your school or office. Please check the appropriate column: "YES", "NO", or "DOES NOT APPLY." For items checked "NO", attach plans and dates for compliance. (NOTE: Each item is followed by the reference to the Title IX regulation which requires compliance.)

	YES	NO	DOES NOT APPLY
1. Staff has been informed that, before September 28, 1976, all policies and practices must be evaluated and, when necessary, modified to be in compliance with the Title IX Rules and Regulations.A86.3(c)(i)(ii)			
2. Staff has been informed that the district must maintain on file, for at least three years following the completion of the required evaluation, a description of the modifications made to accomodate Title IX. A86.3 (d)			
3. Staff has been informed that every application for federal financial assistance shall be accompanied by an assurance that each program or activity will be operated in compliance with Title IX. A86.4 (a)			
4. All students and employees have been informed of the name, office address and telephone number of the employee(s) designated to coordinate Title IX compliance efforts. A86.8 (a)			
5. All students and employees have been notified of procedures available for the prompt and equitable resolution of complaints alleging any action prohibited by Title IX. A86.8 (b)			
6. Every student has been notified, in writing, of the district's commitment to comply with Title IX. A86.9 (2) (iii)			
7. Every employee has been notified, in writing, of the district's commitment to comply with Title IX. A86.9 (2) (iii)			
8. Continuing steps are being taken to notify employees, applicants for employment, sources of employment, students, applicants for enrollment, parents of elementary and secondary school students, unions and professional organizations that the district does not discriminate on the basis of sex in the educational programs or activities which it operates. A86.9 (a) (1)			
9. School publications include an initial statement of the district's policy of nondiscrimination on the basis of sex in the programs or activities which it operates. A86.9 (2) (ii)			
10. The opportunities for participation in extracurricular programs and activities are equally available to members of either sex. D86.31(a)			

	YES	NO	DOES NOT APPLY
11. Aids, benefits or services are avilable to students without regard to sex. 086.31 (b) (1-3)			
12. All students, regardless of sex, are subject to the same rules of behavior in all education programs and activities. 086.31 (b) (4)			
13. Rules of appearance are applied without discrimination to students of either sex. 086.31 (b) (5)			
14. Those facilities which are not shared by both sexes (lavatories, locker rooms, showers) are comparable. 086.33			
15. All courses, classes and activities (except specified contact sports and classes dealing exclusively with human sexuality) are available to either sex. 086.34			
16. No course, class or activity is required of one sex that is not required of the other. 086.34			
17. As soon as possible, but in no case later than 76-77, all classes in elementary school (K-6) physical education will be coeducational. 086.34 (a)			
18. As soon as possible, but in no case later than 78-79, all classes in secondary (7-12) physical education will be coeducational. 086.34(a)			
19. Staff has been informed that students may be separated by sex within physical education classes during participation in wrestling, football and basketball or other sports the major activity of which is bodily contact. 086.34 (c)			
20. Staff has been informed that students may be grouped in physical education classes by ability as assessed by objective standards of individual performance. 086.34 (b)			
21. Staff has been informed that classes that deal exclusively with human sexuality may be conducted in separate sessions for each sex.086.34(e)			
22. Staff has been informed that a chorus may exist which is one sex or predominantly one sex because of vocal range. 086.34 (f)			
23. Staff has been informed that where the use of a single standard of measuring skill or progress in a physical education class has an adverse effect on members of one sex, standards will be used that do not have such effect. 086.34 (d)			
24. Staff has been informed that if a class contains a disproportionate number of students of one sex, the imbalance must not be a result of sex-biased counseling or materials. 086.36 (c)			
25. All counseling and guidance of students is free from sex bias. 086.36 (a)			
26. Staff has been informed that student referrals and other assistance for employment purposes can be made only to agencies, organizations or persons that assure no discrimination in their employment practices. 086.38 (a)			

	YES	NO	DOES NOT APPLY
27. Students of either sex are treated equally with regard to actual or potential marital, family or parental status. D86.40 (a)			
28. The education program, including classes and extracurricular activities, is equally available to pregnant students and, if separate programs are available to pregnant students, participation in such programs is voluntary. D86.40 (b) (1)			
29. Staff has been informed that a pregnant student may be required to obtain the certification of a physician for participation in the normal education program so long as such certification is required of all students with other physical or emotional conditions requiring the attention of a physician. D86.40 (b) (2)			
30. Equal opportunities in interscholastic, club and intramural athletics are provided for members of both sexes. D86.41 (c)			
31. Staff has been informed that under Title IX separate interscholastic teams may be operated for each sex where the selection is based on competitive skill or the activity is a contact sport but that under district policy, females may compete on any teams with the exception that males and females may not compete against each other in the contact sports of football, water polo and wrestling. D86.41 (b)			
32. The selection of sports and the levels of competition effectively accommodate the interests and abilities of both sexes. D86.41 (c)(i)			
33. Athletic equipment and supplies are provided on a comparable basis for members of both sexes. D86.41 (c) (ii)			
34. Athletics practice times and events are scheduled on an equitable basis for both sexes. D86.41 (c) (iii)			
35. Travel facilities for athletic teams of either sex are comparable. D86.41 (c) (iv)			
36. Coaching and academic tutoring for both sexes are provided on an equitable basis. D86.41 (c) (v)			
37. Facilities are provided on an equitable basis for members of both sexes. D86.41 (c) (vii)			
38. Medical services and training facilities are provided on an equitable basis for teams regardless of sex. D86.41 (c) (viii)			
39. Publicity is provided to athletics on an equitable basis regardless of the sex of the participants. D86.41 (d) (x)			
40. Necessary funds are provided on an equitable basis to teams, regardless of sex. D86.41 (c)			
41. Staff has been informed that although an adjustment period of one year (from 1975-76) for elementary schools and three years for secondary shcools is provided for full compliance in the interscholastic athletics program, such compliance must be achieved as expeditiously as possible. D86.41 (d)			

	YES	NO	DOES NOT APPLY
42. Staff has been informed that, while Title IX in no way regulates the use of particular textbooks or curricular materials, sex discrimination in instructional materials is specifically prohibited by the California Education Code. D86.42			
43. Employment practices exclude any criteria which have a disproportionately adverse effect on one sex unless the use of such criteria can be shown to validly predict successful job performance for the position in question. E 86.52 (a)			
44. Employee recruitment and hiring practices are free from discrimination on the basis of sex. E86.53 (a)			
45. Pre-employment inquiries are free from references to the marital status of the applicant including whether an applicant is "Miss" or "Mrs." E86.60 (a)			
46. Pre-employment inquiries regarding the sex of an applicant are made only if such inquiries are made equally of applicants of both sexes and if such inquiries are not used for purposes of sex discrimination prohibited by Title IX. E86.60 (b)			
47. Sex is used as an occupational qualification only when it can be shown that sex is a bona fide occupational qualification (e.g., employment in a locker room or toilet facility used only by members of one sex). E86.61			
48. Staff has been informed that HEW will use procedures established for Title VI of the Civil Rights Act of 1964 to implement the Title IX Regulations (voluntary compliance, termination of federal assistance, referral to the Department of Justice for possible prosecution, etc.). F86.71			

The administrator in charge is required to complete "plans for compliance", attached to this self evaluation for: (1) modifying any policies and practices which do not meet the requirements of the Title IX Regulations; and (2) taking appropriate steps to eliminate the effects of any discrimination which may have resulted from adherence to these policies and practices.

This evaluation was completed by: _____
(Signature)

_____ _____
(Title) (Date)

Retain one copy of this evaluation and remediation plans for your files, and submit one copy to your acting Title IX coordinator (Dan A. Foster, Admin - 1) by September 28, 1976.

PLANS FOR COMPLIANCE

Items marked as NO on the self evaluation form should be noted below.

Non-compliance Number on Self Evaluation Form	Brief Description of Proposed Plan of Compliance	Proposed Date of Compliance	Responsibility of and/or Who Involved

Non-compliance Number on Self Evaluation Form	Brief Description of Proposed Plan of Compliance	Proposed Date of Compliance	Responsibility of and/or Who Involved

RESULTS OF THE EVALUATION OF THE FIELD TEST QUESTIONAIRE

The results were compiled from the responses made by three individuals employed in the Hayward Unified District who have previously demonstrated expertize in test design and in legal interpretations. Responses made in the six categories for each question were averaged, using the mean, and are indicated on the following pages. The mean of each of these responses was rounded off to the nearest whole number response. Mean responses are indicated by a square around that number in each of the categories. No item received a rating of four.

FIELD TEST QUESTIONAIRE

Circle one

Question #	Clarity	Appropriateness	Comprehensiveness	Practicality	Relevancy	Simplicity
1	1 [2] 3 4	[1] 2 3 4	[1] 2 3 4	1 [2] 3 4	[1] 2 3 4	1 [2] 3 4
2	[1] 2 3 4	1 [2] 3 4	1 [2] 3 4	[1] 2 3 4	1 [2] 3 4	1 [2] 3 4
3	1 [2] 3 4	[1] 2 3 4	[1] 2 3 4	[1] 2 3 4	1 [2] 3 4	1 [2] 3 4
4	[1] 2 3 4	1 [2] 3 4	1 [2] 3 4	[1] 2 3 4	[1] 2 3 4	1 [2] 3 4
5	[1] 2 3 4	[1] 2 3 4	[1] 2 3 4	[1] 2 3 4	1 [2] 3 4	[1] 2 3 4
6	[1] 2 3 4	[1] 2 3 4	[1] 2 3 4	1 [2] 3 4	[1] 2 3 4	[1] 2 3 4
7	1 [2] 3 4	[1] 2 3 4	1 [2] 3 4	[1] 2 3 4	1 [2] 3 4	1 [2] 3 4
8	1 [2] 3 4	[1] 2 3 4	1 [2] 3 4	[1] 2 3 4	[1] 2 3 4	[1] 2 3 4
9	[1] 2 3 4	[1] 2 3 4	1 [2] 3 4	[1] 2 3 4	1 [2] 3 4	[1] 2 3 4
10	1 [2] 3 4	1 [2] 3 4	1 [2] 3 4	[1] 2 3 4	1 [2] 3 4	[1] 2 3 4
11	1 [2] 3 4	[1] 2 3 4	[1] 2 3 4	[1] 2 3 4	[1] 2 3 4	[1] 2 3 4
12	1 [2] 3 4	[1] 2 3 4	[1] 2 3 4	[1] 2 3 4	1 [2] 3 4	1 [2] 3 4
13	1 [2] 3 4	1 [2] 3 4	[1] 2 3 4	[1] 2 3 4	1 [2] 3 4	[1] 2 3 4
14	[1] 2 3 4	[1] 2 3 4	[1] 2 3 4	[1] 2 3 4	[1] 2 3 4	1 [2] 3 4
15	1 [2] 3 4	1 [2] 3 4	[1] 2 3 4	[1] 2 3 4	1 [2] 3 4	[1] 2 3 4
16	[1] 2 3 4	1 [2] 3 4	[1] 2 3 4	1 [2] 3 4	1 [2] 3 4	1 [2] 3 4
17	[1] 2 3 4	1 [2] 3 4	[1] 2 3 4	[1] 2 3 4	[1] 2 3 4	[1] 2 3 4
18	1 2 [3] 4	[1] 2 3 4	1 [2] 3 4	[1] 2 3 4	1 2 [3] 4	1 [2] 3 4
19	[1] 2 3 4	1 [2] 3 4	[1] 2 3 4	1 [2] 3 4	[1] 2 3 4	[1] 2 3 4
20	1 2 [3] 4	1 [2] 3 4	1 [2] 3 4	[1] 2 3 4	1 [2] 3 4	[1] 2 3 4
21	1 [2] 3 4	[1] 2 3 4	[1] 2 3 4	1 [2] 3 4	1 [2] 3 4	1 [2] 3 4
22	1 [2] 3 4	[1] 2 3 4	[1] 2 3 4	1 [2] 3 4	1 [2] 3 4	1 [2] 3 4
23	1 [2] 3 4	[1] 2 3 4	1 [2] 3 4	[1] 2 3 4	1 [2] 3 4	1 [2] 3 4
24	1 [2] 3 4	1 [2] 3 4	1 [2] 3 4	1 [2] 3 4	[1] 2 3 4	1 [2] 3 4
25	[1] 2 3 4	1 [2] 3 4	[1] 2 3 4	1 [2] 3 4	1 [2] 3 4	1 [2] 3 4

Question #	Clarity	Appropriateness	Comprehensiveness	Practicality	Relevancy	Simplicity
26	1 [2] 3 4	[1] 2 3 4	[1] 2 3 4	[1] 2 3 4	[1] 2 3 4	1 [2] 3 4
27	1 2 [3] 4	1 [2] 3 4	1 [2] 3 4	[1] 2 3 4	[1] 2 3 4	[1] 2 3 4
28	[1] 2 3 4	[1] 2 3 4	1 [2] 3 4	1 [2] 3 4	[1] 2 3 4	1 [2] 3 4
29	[1] 2 3 4	1 [2] 3 4	[1] 2 3 4	[1] 2 3 4	1 [2] 3 4	[1] 2 3 4
30	[1] 2 3 4	[1] 2 3 4	[1] 2 3 4	[1] 2 3 4	[1] 2 3 4	[1] 2 3 4
31	[1] 2 3 4	1 [2] 3 4	[1] 2 3 4	[1] 2 3 4	1 [2] 3 4	1 [2] 3 4
32	1 [2] 3 4	1 [2] 3 4	1 [2] 3 4	[1] 2 3 4	1 [2] 3 4	[1] 2 3 4
33	1 [2] 3 4	[1] 2 3 4	1 [2] 3 4	1 [2] 3 4	[1] 2 3 4	1 [2] 3 4
34	[1] 2 3 4	[1] 2 3 4	1 [2] 3 4	[1] 2 3 4	1 [2] 3 4	1 [2] 3 4
35	1 [2] 3 4	1 [2] 3 4	[1] 2 3 4	[1] 2 3 4	1 [2] 3 4	[1] 2 3 4
36	[1] 2 3 4	1 [2] 3 4	[1] 2 3 4	1 [2] 3 4	1 [2] 3 4	1 [2] 3 4
37	1 [2] 3 4	[1] 2 3 4	[1] 2 3 4	1 [2] 3 4	[1] 2 3 4	[1] 2 3 4
38	[1] 2 3 4	1 [2] 3 4	[1] 2 3 4	1 [2] 3 4	1 [2] 3 4	1 [2] 3 4
39	1 [2] 3 4	1 [2] 3 4	1 [2] 3 4	[1] 2 3 4	1 [2] 3 4	[1] 2 3 4
40	[1] 2 3 4	[1] 2 3 4	[1] 2 3 4	[1] 2 3 4	[1] 2 3 4	1 [2] 3 4
41	[1] 2 3 4	1 [2] 3 4	[1] 2 3 4	1 [2] 3 4	1 [2] 3 4	1 [2] 3 4
42	[1] 2 3 4	1 [2] 3 4	1 [2] 3 4	[1] 2 3 4	1 [2] 3 4	1 [2] 3 4
43	[1] 2 3 4	1 [2] 3 4	1 [2] 3 4	1 2 [3] 4	1 [2] 3 4	[1] 2 3 4
44	[1] 2 3 4	[1] 2 3 4	[1] 2 3 4	[1] 2 3 4	[1] 2 3 4	[1] 2 3 4
45	1 [2] 3 4	1 [2] 3 4	1 [2] 3 4	1 [2] 3 4	1 [2] 3 4	[1] 2 3 4
46	1 [2] 3 4	[1] 2 3 4	[1] 2 3 4	1 [2] 3 4	1 [2] 3 4	[1] 2 3 4
47	[1] 2 3 4	1 [2] 3 4	1 [2] 3 4	[1] 2 3 4	[1] 2 3 4	[1] 2 3 4
48	[1] 2 3 4	[1] 2 3 4	[1] 2 3 4	1 [2] 3 4	1 [2] 3 4	[1] 2 3 4

APPENDIX J

APPENDIX J

The enclosed materials indicate the results compiled by Sub Committee II with regard to the Hayward Unified School District's Title IX self-evaluation.. Page 1 of this appendix is the format utilized by this Sub Committee with page 3 indicating in detail those courses taught in the Hayward Unified School District which exhibited a disproportionate enrollment. This list summarizes the class, teacher, subject taught and numbers of both males and females enrolled.

Page 5 of this appendix details those courses which have a justified disproportionate enrollment and of those courses remaining, categorizes all courses exhibiting a disproportionate enrollment in terms of whether they are electives or requirements. Note that there are no courses exhibiting a disproportionate enrollment in any elementary or Jr. High School in the Hayward Unified School District.

SUBCOMMITTEE II Course Offerings Page 1

Section 86.34	YES	NO	COMMENTS (If additional space is needed, please use the back of this sheet, or attach an addendum.)
1. Are there any courses designated or recommended for one sex only (for example, Bachelor Cooking?) List them.		X	
2. Are there any courses required for one sex but not the other (for example, home economics, industrial arts, military training, physical education?) List them.		X	
3. Do any courses have prerequisites which have a discriminatory effect on enrollment?		X	
4. Are students separated by sex for instruction within courses (except for instruction regarding human sexuality)?		X	
5. Are classroom activities assigned on the basis of sex?		X	
6. Do teachers use different methods of reward and punishment for female and male students?		X	
7. Are there disproportionate numbers of one sex or exclusively members of one sex in any class? List them.	X		
8. Do student handbooks or materials related to course description and selection contain content, language or illustrations which discriminate on the basis of sex?		XX	

SUBCOMMITTEE II Course Offerings Page 2

Section 86.34	YES	NO	COMMENTS (If additional space is needed, please use the back of this sheet, or attach an addendum.)
9. Do curriculum guidelines for course offerings contain sex stereotyping or bias?		x	
10. Where students of one sex have previously been excluded or discouraged from taking certain courses, what steps have been taken to apprise students and parents of the availability of these courses?			Program Planning Guides have been changed to eliminate sex bias completely. During program planning and student orientation, counselors give specific oral instruction to inform students that they may take any course offered in the school district irrespective of sex. Parents have been give this information through P.T.A. and parent orientation sessi
11. What standard of measuring skill or progress is used for male and female students in physical education classes (single, separate, individual, other)?			The California State Fitness Test is utilized for students in our district at the sophomore level.
12. Does the standard of measuring skill or progress have an adverse effect on one sex?		x	
13. If there are impediments to immediate compliance in the physical education program, indicate specifically what they are: Staff training and planning. Explain Curriculum revision. Explain Rescheduling. Explain Renovation of facilities or construction of additional facilities. Explain List the specific steps being taken to comply along with a timetable for their implementation.		x	Staff orientations have taken place for complete compliance
14. If separate physical education classes exist during the adjustment period, are they comparable?			Not applicable. P.E. program is completely elective for both boys and girls.

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HAYWARD HIGH SCHOOL

(Enrollment data for the 1976 school year)

Course Offerings

1. Names and numbers of all classes other than P.E. enrolling 80 percent or more students of one sex.

Teacher	Class	Boys	Girls
J. Fuccy	E.H.	12	0
W. O'Hara	Social Studies CORE	8	2
A. Sharp	" " "	7	1
M. Belotz	Mechanical Drawing	17	1
M. Forst	English CORE	7	1
M. Forst	" "	8	1
B. Geister	Shop	48	3
"	"	60	2
"	"	60	4
"	Wood	20	1
"	"	20	1
G. Enderlin	Metals	21	0
"	"	23	0
B. Dansky	Math CORE	9	1
S. Combs	Homemaking	1	21
"	"	0	22
S. Glickfeld	English	17	3
"	Business	5	18
J. Kalik	Office Machines	1	18
"	" "	2	12
"	Typing	5	24
M. Bowerman	Concert Band	22	4
R. Leth	Homemaking	0	17
"	"	0	12
S. Combs	"	3	25
"	"	0	23
"	"	2	19
T. Fortner	Typing	1	20
"	"	0	26
"	Shorthand	0	17
"	Office Occupations	0	20
P. Vieira	Creative Drama	4	17
R. Madsen	Recordkeeping	3	26
"	Typing	4	30
D. Morrisson	T.V.	17	4
"	"	12	2
N. Gonsalves	Math CORE	9	2
"	" "	8	0
"	" "	7	1
"	" "	6	1
J. Russell	Auto	17	2
"	"	20	0
"	"	18	0

Teacher	Class	Boys	Girls
J. Cruz	P.E.	0	34
"	"	0	12
G. Clark	"	78	3
B. McKillop	"	98	0

2. The school district's explanation of why enrollment in such courses is predominatly of one sex.

   Enrollment in the classes listed under #1 is strictly by student desire. Many of these classes have traditionally been oriented towards one sex. It takes time to break down traditions and ultimately these classes will become more and more balanced as to sex. All students are encouraged to participate in classes which formally have been restricted to members of the opposite sex.

3. Name and number of all courses in which enrollment by members of one sex is required. Are there any graduation requirements that differ on the basis of sex?

   None.

4. Name and number of all courses, other than P.E., where instruction is offered separately on the basis of sex, and curriculum guides for such courses. For Example, what are the objectives for boys and girls in such course?

   None.

5. Student handbooks or other descriptive information provided students for the past three years to aid them in selecting courses and programs. (Do their parents or guardians receive the same information?)

   See attached.

ANALYSIS OF COURSES EXHIBITING A DISPROPORTIONATE ENROLLMENT

	Enrollment Descriptions	Total Number of Classes for; 1976	1977
1.	Total number of classes exhibiting a disproportionate enrollment in the Hayward Unified School District.	49	22
2.	Total number of classes exhibiting a justified disproportionate enrollment for the following school years.	10	10
3.	Reasons for justified disproportinnate enrollment for the following school years.		
	A. Nelson Reading Test Scores determining class placement.	9	9
	B. Psychological testing as the basis for placement. Test's used include the Wechsler Intelligence Test for Children.	1	1
4.	Total number of classes exhibiting a disproportionate enrollment minus those classes having a justified disproportionate enrollment. (Item 1 minus item 2)	39	12
5.	Total number of classes exhibiting a disproportionate enrollment which are electives. *(not requirements for graduation from the Hayward Unified School District)	38	12
6.	Total number of classes exhibiting a disproportionate enrollment which are requirements for graduation.	1	0
7.	Total number of students enrolled in classes exhibiting a disproportionate enrollment in the Hayward Unified School District for the following school years.	1062	347

		1976	1977
8.	Total number of students enrolled in the Hayward Unified School District.	19,000	19,000
9.	Percent of students residing in the Hayward Unified School District and enrolled in classes exhibiting a disproportionate enrollment.	5.5%	1.8%

The percent reduction in the number of classes exhibiting a disproportionate enrollment for the 1977 school year as compared with the 1976 school year was 69.23%. The criteria of a 50% reduction for the 1977 school year satisfying the terminal objective was clearly achieved.

APPENDIX K

TITLE IX INSERVICE AGENDAS

INSERVICE #1

1:00		Registration and check in	
1:15	I	Opening Comments	20 minutes
		-Welcome and introductions	
		-Purposes of the workshop	
		-Overview of the day's activities	
		-Assessment test	
1:35	II	Identifying and Alleviating Sexism in Education--A General Assessment	
		-Individual assessment	5 minutes
		-Discussion with partner	10 minutes
		-Group discussion	15 minutes
2:05	III	Schools and Federal Antidiscrimination Laws	
		-Review of Federal antidiscrimination laws	5 minutes
		-Case examples--small group work	20 minutes
		-Group discussion	15 minutes
		-Summation of meeting	5 minutes
2:50		-Adjournment-	

INSERVICE #2

1:00		Registration and check in	
1:15	I	Review of Inservice #1	5 minutes
1:20	II	Title IX: The Context and the Implementing Regulation	
1:45		-Context of Title IX	25 minutes
1:55		-Review of Title IX regulation	10 minutes
2:10		-Questions and answers	15 minutes
2:35		-Film, "An Equal Chance Through Title IX"	25 minutes
2:50		-Guest Speaker, Lee Mahon, Title IX Coordinator, San Francisco Unified	15 minutes
3:05		-Adjournment-	

INSERVICE #3

1:00		Registration and check in	
1:15	I	Review of Inservice's I and II	5 minutes
1:20	II	The Title IX Grievance Process--Updating Professional Skills	

-Developing grievance handling skills in workgroups for: 70 minutes
  - Administrators and supervisory staff
  - Teachers and instructional staff
  - Counseling staff
  - Physical education and athletics staff

2:30 III Title IX Compliance--Planning for Change 20 minutes

-Nature of change
-Strategies for action planning

2:50 IV Post-test assessment 10 minutes

3:00 -adjournment-

INSERVICE #1 MATERIALS AND STRUCTURE

I. OPENING COMMENTS

A. Purposes of the activity:

1. To provide participants with an overview of the goals of the workshop, the sponsorship of the workshop, and the activities of the workshop.
2. To introduce workshop leaders and other key individuals.
3. To establish an open, informal atmosphere.

B. Materials:

For distribution to participants:

1. Workshop Agenda, (pages).
2. Workshop Objectives, (pages).
3. Assessment test, (pages).

II. IDENTIFYING AND ALLEVIATING SEXISM IN EDUCATION— AN INTRODUCTORY ASSESSMENT

A. Purposes of the activity:

1. To assess participants' awareness of the manifestations of sexism and sex differentiation within the policies, programs, and practices of the Hayward Unified School District.
2. To identify participants' perceptions of the barriers to and supports for the elimination of sexism and sex differentiation in these policies, programs, and practices.
3. To establish workshop norms for active individual involvement and group sharing.

B. Materials:

For distribution to participants:

1. "Identifying and Alleviating Sexism in Education— An Introductory Assessment", (pages).

III. SCHOOLS AND FEDERAL ANTIDISCRIMINATION LAWS

A. Purposes of the activity:

1. To provide an overview of the range of Federal antidiscrimination laws affecting eduction agencies and institutions.

2. To provide participants a framework for considering the evolution of Title IX.

3. To review Federal laws prohibiting racial and ethnic discrimination in schools and reinforce efforts for their implementation.

4. To provide participants anopportunity to assess their skills in the recognition of illegal discrimination in education policies, programs, and practices and in the identification of Federal laws which apply to various discriminatory situations.

SUMMARY OF FEDERAL ANTIDISCRIMINATION REQUIREMENTS

Law or Executive Order	Prohibits	Covers
Title VI of the Civil Rights Act of 1964	Race discrimination	Students
Title VII of the Civil Rights Act of 1964	Race and sex discrimination	Employees
Executive Order 11246	Race and sex discrimination	Employees
The Equal Pay Act	Sex discrimination (in pay only)	Employees
Title IX of the Education Amendments of 1972	Sex discrimination	Employees and Students

INSERVICE #2 MATERIALS AND STRUCTURE

IV TITLE IX—THE CONTEXT AND THE IMPLEMENTING REGULATION

A. Purposes of the activity:

1. To provide participants with a conceptual and data base regarding the issues of sex bias and sex discrimination in education, and a context for understanding the significance and rationale of the Title IX regulation.
    1. To review the functions of education in our society.
    2. To review data regarding possible differential outcomes of education for females and males.
    3. To review data regarding the possible sources of differential educational outcomes for females and males—the vehicles of sex role socialization and manifestations of sex bias in schools.
    4. To consider general goals for the educational preparation of females and males for more effective functioning in their future lives.

B. Materials:

For distribution to participants:

1. "An Equal Chance Through Title IX", film.

C. Guest Speaker:

1. Lee Mahon, Title IX Coordinator, San Francisco Unified School District.

INSERVICE #3 MATERIALS AND STRUCTURE

V TITLE IX GRIEVANCE PROCESS

A. Purposes of the activity:

1. To increase participants' understanding of the application of the internal Title IX grievance process as a method for resolving complaints of sex discrimination and for monitoring Title IX compliance.

2. To increase participants' understanding of their individual responsibilities for grievance problem-solving and the elimination of sex discrimination.

3. To increase participants' awareness of positive attitudes which can contribute to the effective implementation of the Title IX grievance procedure.

B. Materials:

For distribution to participants:

1. Copies of the Hayward Unified School District's Grievance Procedure.

VI TITLE IX COMPLIANCE--PLANNING FOR CHANGE

A. Purposes of the activity:

1. To increase participants' understanding of the change process and the factors that are likely to facilitate change.

2. To increase participants' skills in developing change objectives and planning programs for attaining these objectives.

3. To assist participants in identifying objectives for personal or institutional change to ensure Title IX compliance and in initiating action planning for accomplishing these objectives.

B. Materials:

For distribution to participants:

1. "Action Planning Worksheets", (attached)

VII POST-TEST ASSESSMENT

-ADJOURNMENT-

ACTION PLANNING WORKSHEET

1. Establishing CHange Objectives:

What three actions related to Title IX compliance and the elimination of sexism in your own professional functioning, or in the policies, programs, or practices of the Hayward Unified School District would you most like to see accomplished during the next year?

1.

2.

3.

Select one of the actions and write the change objective which is most important to you. Does it answer the questions what (will change), who (will change), how well (they will change), where (the change will occur), and when (the change will occur)?

2. Identifying Barriers and Supports for Change

A. What are the important barriers that you will encounter in working toward the change objective that you've selected?

B. What supports will you have in working toward your change objective?

3. Reevaluating Your Change Objective

Now that you've identified barriers and supports for your change objective, think about the following questions:

Is attainment of the change objective possible?

Is the objective stated in behavioral ways? Is it observable or measurable?

Have you set a time deadline for achieving the objective?

Is this something you really want to achieve?

4. Planning for Accomplishing the Objective

What resources (knowledge, skills, financial, interpersonal, etc.) will you need to achieve your change objective?

Knowledge/skills:

Financial resources:

Interpersonal resources:

Actions Steps

List below the necessary first steps that you will have to take to meet your change objectives, and the timelines you will set for their completion..

Action Step | Time Completed

ACTION PLANNING WORKSHEET

1. Establishing Change Objectives:

What three actions related to Title IX compliance and the elimination of sexism in your own professional functioning, or in the policies, programs, or practices of the Hayward Unified School District would you most like to see accomplished during the next year?

1. More girls enrolled in Industrial Arts classes.

2. More boys enrolled in home making classes.

3. Co-educational P.E.

Select one of the actions and write the change objective which is most important to you. Does it answer the questions what (will change), who (will change), how well (they will change), where (the change will occur), and when (then change will occur)?

The counselor at Bret Harte Junior High will enroll more girls in Industrial Arts classes in the spring of 1977 such that there are at least ten girls enrolled in each of the five classes offered.

2. Identifying Barriers and Supports for Change

A. What are the important barriers that you will encounter in working toward the change objective that you've selected?

The major barrier will be the attitude of the teacher.

B. What supports will you have in working toward your change objective?

I will have the full support of the administration and student interest.

3. Reevaluating Your Change Objective

Now that you've identified barriers and supports for your change objective, think about the following questions:

Is attainment of the change objective possible?

Is the objective stated in behavioral ways? Is it observable or measurable?

Have you set a time deadline for achieving the objective?

Is this something you really want to achieve?

4. Planning for Accomplishing the Objective

what resources (knowledge, skills, financial, interpersonal, etc.) will you need to achieve your change objective?

Knowledge/skills:

I will need to know the precise statement of the law regarding enrollment of girls in Industrial Arts classes.

I will have to be familiar with the curriculum as taught in these classes.

I will have to become familiar with any hazards which might subject females to dangerous situations. More precisely I must know whether some types of clothing or length of hair would deny females and not males.

I must become aware of how many girls presently enrolled in this schoool would actually like to enroll in Industrial Arts classes.

Financial resources:

I must talk with the administration regarding this for I can't foresee that the enrollment of females in Industrial Arts classes would cause any financial change.

Interpersonal resources:

I must meet with the Industrial Arts teacher and develop a rapport, state my objective, indicate the law and the reasons why I believe this is important. Those female students to first enroll in these classes will have to be selected carefully so that the transition is as smooth as possible.

Action Steps

List below the necessary first steps that you will have to take to meet your change objectives, and the timelines you will set for their completion.

Action Step	Time Completed
To meet with the administration to discuss my objective.	By January 15, 1977.
To meet with the Industrial Arts teacher and discuss my objective.	By January 30, 1977.
To secure a copy of the law regarding Title IX.	Already have this.
To become familiar with the curriculum as offered in these Industrial Arts classes.	By January 20, 1977.
To secure a possible number of girls that might be interested in signing-up for Industrial Arts classes.	By January 29, 1977.
To enroll at least ten female students in each of the five Industrial Arts classes offered.	By February 12, 1977.

APPENDIX L

STUDENT SURVEY

Dear Student:

We would like your assistance in helping to determine whether or not courses you have taken, or are taking, exhibit the following:

	Yes	No
1. Are you presently taking a course which has more members of one sex than another?		
2. If your answer was yes, were you counseled into that course because of your sex?		
3. Are you now taking a course where the subject matter of the course is directed toward only one sex?		
4. Have you ever been denied an opportunity to enroll in any class in the Hayward Unified School District because of your sex?		
5. Do you know what the Hayward Unified School District's practices and policies are with regard to sex discrimination?		
6. Have you been counseled by a Hayward Unified School District counselor to enroll in a particular class because of your sex?		
7. Do you believe that students of both sexes have an equal opportunity to enroll in any class offered?		

8. I you are presently enrolled in a course, or courses, where there are unequal numbers of one sex please write the name of that course, or courses.

descriptions

Course(s)

1. _____

2. _____

3. _____

(Please turn to the next page)

	descriptions
9. If you have been counseled into a course on the basis of sex please indicate the name of that counselor and the course in which you were counseled into.	Name(s) 1._____ 2._____ Course(s) 1._____ 2._____
10. If you have been denied a class because of your sex please indicate the person who denied you and the course you wanted.	Name(s) 1._____ 2._____ Course(s) 1._____ 2._____
11. If you are enrolled in a class where you believe the subject matter is directed toward one sex only please indicate the name of the instructor and title of the course.	Name(s) 1._____ 2._____ Course(s) 1._____ 2._____

Your Name_____ Grade_____

School_____ Male ☐ Female ☐

Please return this form to your Principal.

THANK YOU FOR YOUR ASSISTANCE

APPENDIX M

Hayward Unified School District

Allen C. Bedford
SUPERINTENDENT

Wayne L. Swanson
ADMINISTRATIVE DIRECTOR
RESEARCH AND DEVELOPMENT

Jack M. Worsham
ADMINISTRATIVE DIRECTOR
CERTIFICATED PERSONNEL

Eleanor Parker
CLASSIFIED PERSONNEL
DIRECTOR

Daniel A. Fuller
COMPENSATORY EDUCATION
DIRECTOR

Edmund L. Carey
BUSINESS MANAGER

Jack C. Thornley
ADMINISTRATIVE DIRECTOR
SECONDARY EDUCATION

Henry J. Nielsen
ADMINISTRATIVE DIRECTOR
ELEMENTARY EDUCATION

Jean M. Chambers
ADMINISTRATIVE DIRECTOR
PUPIL SERVICES

William R. Toso
MAINTENANCE & OPERATIONS
DIRECTOR

COUNSELOR:

To assist you and the District in evaluating the District's expertise with regard to Title IX, we are asking your assistance. Enclosed you will find a questionnaire regarding Title IX. Please answer the questions and return your questionnaire to Robert Kershaw at Strobridge High. The answers will be mailed to you under separate cover. Your name on these questionnaires is not necessary.

--	YES	NO
1. Do Title IX regulations apply to males?		
2. Do the Title IX regulations have anything to do with sexuality?		
3. Does Title IX cover textbooks and instructional materials?		
4. Does opening all courses to both females and males ensure compliance with Title IX?		
5. Does Title IX make any requirements for course content? For example, does it mean that history courses must devote "equal time" to women and men?		
6. May programs such as vocational education be maintained separately for males and females?		
7. May boys and girls be separated within courses for special interest activities?		
8. May students be assigned to counselors on the basis of sex?		
9. Does Title IX abolish the dress code?		

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		YES	NO
10.	May standards of discipline or behavior be different for females and males?		
11.	If the local athletic associations policies or regulations conflict with Title IX does Title IX have priority?		
12.	Does the Hayward Unified School District have a Title IX grievance procedure?		
13.	Do the Title IX regulations affect other agencies as well as schools?		
14.	Does Title IX require that all courses, classes and activities be made available to either sex?		
15.	May a choral class exist if it is composed of only one sex under Title IX?		
16.	Under Title IX regulations must Home Economics and Industrial Arts classes have equal numbers of both sexes enrolled?		
17.	Must all P.E. classes be coeducational under Title IX?		
18.	Can a School District lose all Federal funds for failure to comply with Title IX regulations?		
19.	Does Title IX require that equal monies be spent on girl's sports as spent on boy's sports?		
20.	Are courses which have enrollments of 80% or more of one sex in violation of Title IX regulations?		
21.	Are teachers and administrators of a site having classes enrolling 80% or more of one sex required to justify this disproportionate enrollment or re-write their curriculum?		
22.	May school counselors contact students for Outside Work Experience, (O.W.E.), when prospective employers have indicated a sex preference?		

APPENDIX N

The enclosed materials found in this appendix are representative of the methods utilized by the Hayward Unified School District in communicating its policies regarding Title IX to the public, students and teachers. Note that Title IX notification appears in conjunction with other statments emanating from the 1964 Civil Rights Law.

The document labeled (A), page 126a, is a teacher application form utilized by the personnel office of this District. The statement on the bottom of this page indicates this District's position with regard to discrimination on the basis of sex, race, color, national origin, age and mental or physical handicaps. The document labeled (B), page 126b, is an exerpt from a District newsletter publicly notifying the community of this District's position with regard to nondiscrimination on the basis of sex. This statement is found in the article titled, Nondiscrimination Policy. A further document, labeled (C), page 126c, is a copy of this School Board's minutes wherein an adopted policy, Policy No. 6121, was made public. This policy has been posted in every school in the Hayward Unified School District and appears in the Administrative Regulations of every administrator employed by this District. This policy, a position statement with regard to nondiscrimination on the basis of sex, was also posted for all students at each of the schools in this District.

DOCUMENT A

HAYWARD UNIFIED SCHOOL DISTRICT
Certificated Personnel Office
P. O. Box 5000, 24411 Amador Street, Hayward, CA 94540

TYPE OR PRINT

Date(s) available for interviews: _____

Date available for employment: _____

1. Personal

_____ _____ _____ _____
First Middle Other Name Last Name

Current Address _____ City _____ ZIP Code _____ Phone: (____) _____ Area Code

Permanent Address _____ ZIP Code _____ Phone: (____) _____ Area Code

Birthdate _____ Social Security No.* _____ Total Years of Teaching _____

*Disclosure of your Social Security Number on this form is voluntary. If employment is offered to you, it will be necessary that you provide your Social Security Number for income tax reporting, Social Security withholding, and personnel and payroll recordkeeping purposes.

2. Position(s) For Which You Are Applying: Regular ☐ Substitute ☐

Subject(s), grade level(s), or nonteaching position(s) (according to preference):

First Preference _____ Second _____ Third _____

Other subjects you are qualified to teach; activities to direct; or positions to fill. _____

Do you speak, read, or write any language other than English? _____

3. California Credentials Now Held: Type _____ Expires _____

Type _____ Expires _____

Name of California teaching credential applied for _____ Date of Application _____

Are you or have you ever been a member of the California Teachers' Retirement System? Yes ☐ No ☐

4. Has your credential ever been suspended or revoked? Yes ☐ No ☐

Have you ever been dismissed, or asked to resign, from any teaching position? Yes ☐ No ☐

Have you ever been convicted for anything other than a minor traffic violation? Yes ☐ No ☐

For each question answered yes, explain in writing the circumstances and attach the statement to this form.

5. Teaching Experience (List last position first. If more than five years, list positions for last five years; if none, report student teaching experience. Indicate type – regular, substitute, or student teaching.)

Type	Dates From	Dates To	Grades or Subjects	School	District	District Address

5a. NOTE: Check box if you have qualifications which especially equip you to work with culturally different and/or minority groups and multiethnic programs, and ☐ include a brief explanation with your application.

5b. Work experience other than teaching: _____

6. College or University Education

Name and Location of Each Institution Attended	Attended From	Attended To	Graduated Date	Graduated Degree	Major(s)	Minor(s)

Number of semester units of graduate work beyond BA or BS degree _____ Number beyond MA or MS _____ 1 QUARTER UNIT = 2/3 SEMESTER UNIT

7. My placement papers are on file with the following placement office: _____

Address _____ City _____ State _____ Zip Code _____

Under the name of:

8. Professional References if not registered with a placement office (Include only those who have knowledge of your teaching experience: e.g., superintendent, principals, supervisors, and student teaching master teachers.)

Name	Position	Address

I HEREBY CERTIFY that all statements made hereon are true and correct to the best of my knowledge and authorize investigation of all statements herein recorded. I release from all liability persons and organizations reporting information required by this application.

_____ _____
Signature of Applicant Date

A-CP-9 (Rev. 2/77)

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The Hayward Unified School District does not discriminate on the basis of race, color, national origin, mental or physical handicap, age or sex in any of its policies or procedures related to admissions, employment, financial aid, educational services, programs or activities.

Alternative programs (continued from page 7)

dent behavior and study habits. Transportation is not provided for students living outside the Schafer Park attendance area.

Information: Don Dickson, principal; call 881-2846.

Bilingual/multicultural program—Bilingual multicultural education is a process which uses two languages, one of which is English, for instruction. Children are taught in the language they know best, gradually learning the second language while maintaining their mother tongue and retaining their culture. The process for English speakers enrolled in the program is identical. Programs are available for both Spanish- and Portuguese-speaking students.

Information: Ron Souza, coordinator; call 881-2670

Core programs—Core programs help high school students who are two or more grade levels behind in reading ability. Students accepted into Core programs do not have discipline problems—they simply need some extra help. They receive instruction in English, math and social science, giving them success experiences in three key academic (or "core") areas. The primary objective of Core is to prepare students for entry into the school's non-Core academic and elective programs. Offered at Hayward, Mt. Eden and Tennyson high schools.

Information: call your high school principal.

Opportunity classes—available at the District's four comprehensive high schools, the classes are designed for students who are not succeeding in the regular school program, may be having attendance problems, or may be insubordinate or disorderly. A lower pupil-teacher ratio provides students with individual instruction, and the teacher also works closely with parents to improve academic performance and attendance. The goal is to return students to the regular classroom as soon as possible.

Information: call your high school principal.

Regional occupational center/programs (ROC/P)—classes are taught by tradespeople and craftspeople with years of experience in their fields. ROC/P classes furnish students with the skills they need to enter the job market right after graduation. Course examples: cabinet and mill work; air conditioning/refrigeration/heating; carpentry; data processing; vocational nursing; and welding. The ROC/P is an extension of comprehensive high school program and is open to highly-motivated high school juniors and seniors.

Information: your high school counseling office or call Maria Runolfson, director, at 881-2765.

Year-around school—located at Park School, the year-around school differs from other school programs in that it operates on a quarterly, continuous progress schedule without the long summer vacation break. Pupils are given 45 days of instruction followed by 15 days (three weeks) of vacation. Parents must provide transportation for students living outside the Park attendance area.

Information: Park school, Wilbur Whaley, principal; call 881-2840.

Nondiscrimination policy

The Board of Education of the Hayward Unified School District has adopted:

- Policy #6121, Nondiscrimination on the Basis of Sex
- Policy #6196, Nondiscrimination on the Basis of Handicap

These policies provide nondiscriminatory application in the admission or access to, or treatment or employment in, its programs or activities to student participants, beneficiaries, applicants or employees as these matters relate to sex or handicap. In conformity with Title IX, Educational Amendments of 1974 and Section 504, Rehabilitation Act of 1973, Dr. Dan A. Foster has been designated as the responsible official/employee charged with the responsibility for compliance of both of the above policies. Inquiries concerning application of either policy may be addressed to Dr. Dan A. Foster, Administrative Director, 24411 Amador St., Hayward, Ca. 94544, or by calling (415) 881-2715.

Treeview parents:

Herb Brown, Treeview principal, underwent corrective heart surgery earlier this summer. While he is recuperating, Robert Herrick will serve as your principal. Herrick was principal at Park school last year.

A publication by the
HAYWARD UNIFIED SCHOOL DISTRICT COMMUNICATIONS CENTER
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The Hayward Unified School District is an equal opportunity employer. It does not discriminate on the basis of race, color, national origin, mental or physical handicap, age, or sex in any of its policies or procedures related to admissions, employment, financial aid, educational services, programs, or activities.

Nondiscrimination on the Basis of Sex

On September 20, 1977, the Board of Education adopted Policy No. 6121, Nondiscrimination on the Basis of Sex. Administrative Regulation No. 6121 establishes the grievance procedure to resolve student and employee complaints related to discrimination on the basis of sex. Copies of both are on file and available for inspection in each school office and department in the District.

Policy No. 6121, Nondiscrimination on the Basis of Sex states:

a. "That it does not, in the educational programs or activities which it operates, discriminate on the basis of sex;

b. "That it does not, in its employment practices, discriminate on the basis of sex; and

c. "Therefore, declares it is the policy of the Hayward Unified School District to provide nondiscriminatory application of education programs, activities, and employment practices to its students and employees."

Inquiries concerning application of Title IX and the implementing regulations may be referred to Dr. Dan A. Foster, who has been designated by the District as the official responsible for Title IX compliance, or to the Director of the Office for Civil Rights, Washington, D. C. Dr. Foster's office is located at 24411 Amador Street, Hayward, California 94544 (Telephone 881-2715).

Nondiscrimination on the Basis of Handicap

On June 20, 1977, the Board of Education adopted Policy No.6196, Nondiscrimination on the Basis of Handicap, Administrative Regulation No.6196 establishes the grievance procedures to resolve student participants', beneficiaries', applicants', and employees' complaints related to discrimination on the basis of handicap. Copies of both are on file and available for inspection in each school office and department in the District.

Policy No.6196, Nondiscrimination on the Basis of Handicap states:

"The Board of Education of the Hayward Unified School District, as required by Section 84.8, Part 84 of Title 45 of the Code of Federal Regulations and Section 504 of the Rehabilitation Act of 1973 (U.S.C., 706) declares as a matter of policy that it does not discriminate in admission or access to, or treatment or employment in, its programs or activities to student participants, beneficiaries, applicants or employees."

Inquiries concerning application of Section 504 of the Rehabilitation Act of 1973 and the implementing regulations may be referred to Dr. Dan A. Foster, who has been designated by the District as the responsible employee for Section 504 compliance, or to the Director of the Office for Civil Rights, Washington, D. C. Dr. Foster's office is located at 24411 Amador Street, Hayward, California 94540 (Telephone: 415-881-2715).

APPENDIX O

COURSE DESCRIPTION CHANGES

The thirty-nine course description changes made in the 1977 Course Catalogue, as compared with the 1976 Course Catalogue, included the following changes:

1. The elimination of physical education categories such as those found on page 15 of the 1976 Course Catalogue. The change for the 1977 Catalogue appears on page 15 of that text. The categories divided physical education activities into levels, A, B and C, with athletic activities which are generally sex stereotyped being found within these separate categories.

2. The elimination of the course Outdoor Sports 160, which was described as a course for students not interested in co-educational team sports. This course description is located on page 38 of the 1976 Course Catalogue.

3. The addition of the pronouncement that all students are welcome to enroll in Shop 1 S, as found on page 70 of the 1977 Course Catalogue.

4. The elimination from page 157 of the 1976 Course Catalogue the offering of an alternate to physical education because of Title IX.

5. The elimination of Modified Physical Education 1-2 as found in the 1976 Course catalog, page 157. This was a course offered to students as an alternative to Title IX.

6. The elimination from the 1976 Course Catalog the course, Job Finding For Women, page 182. This course will be offered as Job Finding.

7. The course, Pants For Women, described on page 186 of the 1976 Course Catalogue, was changed to, Jeans For The Whole Family, as described on page 202 of the 1977 Course Catalogue.

Additional changes, reflecting changes in word usage as opposed to curriculum changes as previously cited, were completed for the 1977 Course Catalogue as follows:

1. The elimination of the word "he" as found in describing the curriculum in the 1976 Course Catalogue was completed. This word was eliminated in the course descriptions found on pages 79, 86, 88, 91, 94, 103, 117, 121 and 126 .

2. The elimination of the word mother as found on page 188 as a condition to that of parent.

3. The elimination of the word layman as found on page 191 to describe who the course was open to.

4. Sewing program descriptions which emphasized dressmaking changed these descriptions to that of patternmaking. This was done for pages 186, 183 and 184 of the 1976 Course Catalogue.

*Note; Copies of these Catalogues are available under separate cover.

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